

LT
PE1111
.J42

BETTER ENGLISH GRADE SIX

JESCHKE
POTTER
GILLET

LIBRARY
BUREAU OF EDUCATION



LT

PE IIII

J 473

1929

Grade 6

6-1132



GIVING A RADIO PROGRAM



BETTER ENGLISH

GRADE SIX

BY

HARRY JEWETT JESCHKE, M.A.

AUTHOR OF "BEGINNERS' BOOK IN LANGUAGE"
"BETTER ENGLISH FOR BEGINNERS," ETC.

^{hase}
MILTON C. POTTER, Litt.D.

SUPERINTENDENT OF SCHOOLS, MILWAUKEE, WISCONSIN

AND

^{PRIN}
HARRY O. GILLET, B.S.

PRINCIPAL, THE ELEMENTARY SCHOOL, UNIVERSITY OF CHICAGO

U. S. BUREAU OF
EDUCATION

APR 19 1923

RECEIVED



GINN AND COMPANY

BOSTON • NEW YORK • CHICAGO • LONDON
ATLANTA • DALLAS • COLUMBUS • SAN FRANCISCO

COPYRIGHT, 1929, BY HARRY JEWETT JESCHKE
ALL RIGHTS RESERVED

PRINTED IN THE UNITED STATES OF AMERICA

629.3

The Athenæum Press

GINN AND COMPANY • PRO-
PRIETORS • BOSTON • U.S.A.

3693099

WT
PE1111
.J42

PREFACE

What shall we do to interest pupils in the quality of their English? How shall we help them to speak more correctly, more effectively, more agreeably, and to write with due regard for the essentials of good form? These are the difficult questions of motivation and procedure which this new book for the sixth grade aims to answer.

The answer here given is apparently the usual program of lessons, exercises, drills, games, and projects in oral and written English. To be sure, a number of innovations quickly catch the reader's attention. (1) It is noticed that the year is made responsible for certain definite steps of measurable progress in each separate phase of language study. (2) Tests and reviews abound. (3) Provision is made for individual differences in pupil ability and achievement. (4) The results of every research in the subject, even to the choice of the poems, are incorporated in the text. (5) The letters required of pupils are, by a novel device, the outgrowth of genuine situations; and (6) without departure from the reality or sincerity of those school-room situations, the speech needs of the world beyond the school are met by training in courtesy, in telephoning, in giving directions, and other practical speech activities. It is evident also that (7) the

pronunciation of words often mispronounced, (8) the spelling of homonyms, and (9) the grammar of the sentence are taught with a new and distinctive presentation. Moreover, while (10) the extensive employment of factual material for pupil compositions is noticeable, it is equally clear that the young speaker and writer is by no means held to this. The book recognizes that the pupil's personal experience consists not merely of actual events in his life but also of his mental adventures. Let him go to both for his subject matter. Let him make report of the events, but (11) let him give expression also to his most fanciful imaginings, his dreams, wonders, and fears — anything and everything that will make him talk. This and much more of novelty the reader soon discovers, but if he discovers no more he misses the large differentiating characteristics of the present book.

Learning to speak and write acceptable English is like learning to play the violin. It is a learning *to do* as contrasted with a learning *about*. It depends therefore almost wholly on one thing — practice. Now practice means more, much more, than doing the same thing over and over; with each repetition there must be an effort to do the thing better in one or another particular way. This is the first principle of learning any art, but it has hardly been utilized in the teaching of English, the art of communication. As a consequence, the average language lesson in our schools comes very near to being a total failure.

A feeling of profound melancholy, as Thackeray said in another connection, takes possession of the

reflective visitor to the schools who listens to the language lesson. As he observes the slovenly utterance of one youthful speaker after another, the inaccuracies of pronunciation, the meager and threadbare vocabulary, the faulty sentence structure, and the bad grammar, and on the other hand the teacher's relative helplessness in coping with the situation, he gains the impression that the task of improving the pupils' English is little short of herculean. So it is — when pursued by the usual and traditional methods. So it proves — when measured by the usual accomplishment. And yet the undertaking is a perfectly practicable one.

What, then, must be done?

First of all, a true conception of the peculiar province of the language lesson must be gained. The language lesson must not be permitted to be simply another period of talking. There is already talking enough, such as it is, in the other lessons, on the street and playground, and at home. A mere added quantum does not constitute a language lesson. This should differ from lessons in other subjects in its almost exclusive concern with the quality of the English used. It is a withdrawal from those other lessons for the purpose of considering the excellences and the shortcomings of the language employed. It is concerned not so much with the content conveyed, — the chief interest in, say, the history or geography recitation, — as with the correctness and the skill of the conveying. In other words, not the particular tune played but the acceptability of the playing receives our attention.

Until the language lesson is thus understood to be distinctively a lesson in craftsmanship, it will contribute little or nothing to the improvement of the pupil's speaking or writing. It is this fresh and fruitful understanding of the problem that the present textbook stresses in every lesson.

Then, a new procedure must be set in motion. This follows inevitably from the fresh point of view which realizes that to teach language is to teach a craft or an art. In fact it is that point of view flowering into action. Its key word is practice — practice applied, on the one hand, to helping the pupil overcome undesirable speech habits, the corrective aspect, and, on the other hand, to helping him build a speech technique, the constructive aspect. An illustration of each will serve both to define the new procedure more clearly and to accentuate the flavor of the present book. The first explains the correct-usage drill here presented; the second describes the retelling of stories as here utilized for practice in speaking.

1. Speech improvement, so far as the elimination of errors is concerned, depends on the formation of correct speech habits. The practical problem is how to bring about such habit formation. Drills miss their aim if they consist only of the repetition of correct words or word forms. Presenting no challenge, they fail to hold the pupil's attention and lose themselves in monotony. Equally unsatisfactory are the exercises that consist only of the choice of correct forms. One or two correct choices do not create a habit, particularly if a wrong habit already occupies the field. Neither kind of

exercise — the mere choosing of the correct form or the mere repeating of it — has proved efficacious. In spite of both, the deplorable fact remains that school children continue to use incorrect English. In this situation the present book offers a new drill in correct usage, which combines choice and repetition in one exercise. By this device, repetition is made alert because it constantly needs to choose, and choice becomes habit-forming because it constantly needs to be made again. Besides, a speed test has been built into the twofold exercise, as an added guarantee of vitality.

2. But language teaching is more than a corrective undertaking, important as that is. In addition to the elimination of faults it is concerned with the upbuilding of positive excellences. In the retelling of stories for practice in speaking we have an illustration of a constructive method of speech improvement devised for this book. Again the point of departure is the fact that mere continued talking does not of itself lead to improved talking. The continuance of the activity serves only to deepen the ruts. If there is to be progress, each performance must consciously aim at a definite improvement. Precisely as the violinist in his practice endeavors with each playing of the identical melody to achieve a more nearly adequate rendition, so in the retelling of stories for practice in speaking, the same pupil is asked to tell the same story again and again, aiming now at this improvement, now at that — in one retelling, to avoid unnecessary *and*'s, as an example; in another, to use clear-cut sentences; in still another, to vary the expression of the thought; and so on. That

is, the retelling is done not for its own sake but for the sake of specific improvements, each the object of definite endeavor. Slowly but surely, by this practice, the pupil builds his speech technique. This, as presented here, includes the technique of preparation, which is acquired in learn-to-study exercises that combine directed study and silent reading.

So throughout the book the effort has been to realize the new point of view which alone can make language teaching effectual and to give that point of view adequate expression in a new procedure.

The generous Appendix following the lessons supplies additional optional material of great variety in order that the book may not fail to do complete justice to pupil differences. The Teachers' Manual is designed to play the part of unofficial adviser to busy teachers, offering suggestions for the conduct of each lesson.

THE AUTHORS

ACKNOWLEDGMENTS

Acknowledgments are due to the following authors and publishers for permission to use copyrighted material owned or controlled by them: to Small, Maynard & Company for Bliss Carman's "Daisies"; to Dr. Luther H. Gulick for "Some Effects of Tobacco on Growing Boys"; and to Robert Loveman for "The Rain Song."

CONTENTS

SECTION	PAGE
1. <i>Test</i> : How Well Can You Speak and Write?	1
2. Beginning with a Promising Sentence	3
3. Studying Sentences	6
4. <i>Test and Review</i> : Correct Usage	8
5. Vocal Drill	13
"A Talk to School Children" <i>Wendell Phillips</i>	13
6. <i>Test and Review</i> : Pronouncing Correctly	14
7. Retelling a Story for Practice	15
"Oliver Discovers Old Fagin with Strange Treasure" <i>Charles Dickens</i>	15
8. Telling about Something You Have Seen or Done	21
9. Choosing a Subject for a Talk	24
10. The Subject of a Sentence	26
11. Telling the Story of a Picture	29
"Four Children in a Window"	30
12. Learning to Speak without Using Too Many <i>and</i> 's	31
13. Correct Usage: <i>set</i> and <i>sit</i>	34
14. Letter Writing	36
15. The Predicate of a Sentence	38
16. Reading a Poem Aloud	41
"Somebody's Mother" <i>Author Unknown</i>	41
17. Retelling a Story for Practice	43
"Robinson Crusoe Makes a Friend" <i>Daniel Defoe</i>	44
18. Correct Usage: <i>froze, frozen; broke, broken; spoke, spoken</i>	52
19. Giving Directions over the Telephone	55
20. Pronouncing Correctly	56
21. Inventing an Ending for an Unfinished Story	57
22. Building Sentences	60
23. The Principal Word of the Subject	62

SECTION	PAGE
24. Nouns	64
25. Advertising for a Position	65
26. Spelling Troublesome Words	66
27. Advertising in the "Help Wanted" Columns	68
28. Letter Writing: Answering a "Help Wanted" Advertisement	71
29. Using Punctuation Marks Correctly	72
30. Singular and Plural	75
31. Correct Usage: <i>lie</i> and <i>lay</i>	77
32. Expressing Ownership or Possession	81
33. Writing Letters of Recommendation	84
34. Making Your Meaning Clear	86
"How the Voice Travels on a Wire"	86
35. Pronouncing Correctly	88
36. Adjectives	90
37. Avoiding the Use of Worn-Out Adjectives	92
38. Describing a Person	93
"Robinson's Man Friday"	94
39. Spelling Troublesome Words	96
40. The Principal Word of the Predicate of a Sentence	97
41. Verbs	99
42. Telling the Story of a Picture	102
"The Wrecked Airplane"	103
43. Correct Usage: <i>Verbs</i>	105
44. Letter Writing	109
45. Reading a Poem Aloud	110
"Daisies" <i>Bliss Carman</i>	111
46. Explaining Things	111
47. Adverbs	112
48. Retelling an Explanation for Practice	114
"Some Effects of Tobacco on Growing Boys"	
<i>Luther H. Gulick</i>	115
49. More about Adverbs	119
50. Letter Writing	121
51. Telling Adjectives from Adverbs	124

CONTENTS

xi

SECTION	PAGE
52. A Debate	126
53. Pronouns	130
54. Correct Usage: <i>I, he, she, we, and they</i>	132
55. Another Debate	134
56. Letter Writing	136
57. Prepositions	138
58. Correct Usage: <i>Prepositions</i>	140
59. Telling the Story of a Picture	143
"Three Children in a Canoe"	145
60. Conjunctions	144
61. Reading a Poem Aloud	148
"The Rain Song" <i>Robert Loveman</i>	148
62. Getting Rid of the " <i>and</i> " Habit	149
63. Speaking from Dictation	151
64. Interjections	154
65. <i>Project</i> : A Radio Program	155
66. Correct Usage: <i>without, like, leave, left, who, etc.</i>	156
67. <i>Test, Review, and Final Practice</i> : Correct Usage	158
68. <i>Test, Review, and Final Practice</i> : Spelling, Punctuation, and Letter Form	162
69. <i>Test, Review, and Final Practice</i> : Pronouncing Correctly	164
70. Summary: the Year's Aims and Gains	165
APPENDIX	169
INDEX	217

BETTER ENGLISH
GRADE SIX

BETTER ENGLISH

GRADE SIX

1. *Test*: How Well Can You Speak and Write?

A Question-and-Answer Game

It was the first day of school, and the pupils were playing a game. To begin the game each pupil wrote a letter like the following. As you see, it contains a question.

54 Adelbert Road
Cleveland, Ohio
September 12, 1929

Dear Classmate :

I have a question for you. How can I explain to my little brother that the earth is round? He says it looks flat, and so it does. How can I explain?

Yours expectantly,
Oliver Jones .

When these letters had been folded and placed in a box or basket, each pupil drew one out. It was fun to see who had written the letter one drew and what

his question was. The next thing was to answer that question. This was not always easy.

The pupil who drew the letter on page 1 spoke as follows after he had had a few minutes to think about his question.

I have just received a letter asking me this question: How can I explain to my little brother that the earth is round?

This is my answer. Tell your little brother that people have often traveled around the earth. Tell him to imagine a traveler starting from California and going west, always west. What happens? From California he goes to Asia, from Asia his westward journey takes him to Europe, from Europe he travels to New York, and from New York to California. Going steadily west has brought him back to California. He has journeyed around the earth. Therefore, it must be round.

The speaker's classmates listened attentively as he answered the question he had received. When he had finished, they told him what they thought of his answer. Besides, they talked about his way of speaking, praised the good points, and in a polite and friendly spirit told him his faults.

After that other pupils answered their questions. Then the letters were discussed. So each pupil learned

some useful facts about his own speaking and writing. You see, the game was really a test.

Game. Play the game as it is described above. Begin by writing a letter that asks a question.

Tests for Speakers and Writers

As you listen to each speaker, there are many little test questions that flit through your mind. One is: Is he speaking loud enough? Another is: Is he using too many *and's*? There are others equally important. You will find them stated as rules on pages 165-167. There also are given the rules that test a pupil's writing.

Will you write in a notebook the things that you yourself ought particularly to try to do better during the coming school year?

2. Beginning with a Promising Sentence

The beginning sentence of a talk, story, or letter should be a promising sentence. That is, it should promise something interesting to follow. It should make the hearer or reader want to know more about the subject mentioned.

Exercise. Which of the following beginning sentences do you call promising for talks, stories, or letters? Which ones fail to arouse your interest?

1. Slowly the elephant came nearer, his trunk in the air, his gleaming little eyes on the lion.

2. I lifted the board cautiously and under it saw just what I had expected to find there.

3. When I met Fred in the schoolroom, I could not understand his queer smile.

4. When I reached the ticket window, I discovered that I had forgotten my money.

5. I went to the library in the afternoon and took out a book.

6. As I approached the door of my friend's house, a large dog arose from the porch floor and walked toward me.

7. Somehow I expected something to happen as I went to the mail box yesterday morning.

8. What do you think I saw on my way to school one day last week?

9. I have a pretty cat at home whose name is Jill.

10. Sometimes my brother and I go to the country to visit our grandmother and our grandfather.

11. The mail carrier brought me a very pleasant surprise packed in a small paper box.

S
T
U
D
Y

† Have you learned to study? Can you work alone and prepare yourself for a talk? This is something that every speaker and writer must learn to do. Prepare for the speaking to follow by silently reading and answering these questions:

1. What interesting thing has happened to you lately, or to someone you know, about which you would like to tell the class?

† Each **STUDY** may be used as a class exercise until pupils have learned to study alone. See Teachers' Manual.

2. Have you in the last few days done some of the following unusual things about which you would like to tell your classmates?

- Going to a party
- Making fudge
- Starting a stamp collection
- Helping a blind man cross a busy street
- Making a pair of stilts
- Having your hair cut
- Trying on a new dress
- Beating a good player at tennis
- Having a tooth filled
- Going to the museum
- Losing a library book
- Burning your finger
- Getting up too late to be on time for the opening of school
- Making a bright remark at table at which everybody laughed
- * Dreaming a comical dream

3. With what interesting sentence will you begin your talk?

Speaking. Tell the class your interesting experience. Do not make a long story of it. A few interesting sentences will do, if they are spoken well and if the first one is a promising sentence.

P
R
A
C
T
I
C
E

--- Your classmates will listen to your talk both to hear what it is that you did or what happened to you and to see whether your talk begins with a promising sentence. If they say that you might have begun with a better sentence, try to make one.

3. Studying Sentences

Do you know the difference between a sentence and a group of words that is not a sentence?

The following groups of words are not sentences :

1. The pilot of the huge airplane.
2. A pair of pretty red slippers.
3. Had lost his cap.

They are not sentences because they do not finish telling anything. It does not make sense to say "The pilot of the huge airplane," and nothing more. That group of words is unfinished. It does not express a complete thought. Notice that the following groups of words are different from those above. Each of these is finished as it stands. Each tells something, makes sense, expresses a complete thought. Each is a sentence.

1. The pilot of the huge airplane smiled at the crowd.
2. A pair of pretty red slippers stood under Mary's bed.
3. The unfortunate boy had lost his cap.

Exercise. 1. Tell whether each of the following numbered groups of words is a sentence or not :

1. My uncle William.
2. Stood in front of the store window.
3. That little boy from the country.
4. The falling leaves.
5. The falling leaves covered the ground.
6. That little boy from the country studies hard.

7. Was always teasing me.
8. Had never seen a balloon.
9. A number of clean-looking children with books under their arms.
10. A number of clean-looking children went to school.
11. Always talked about beautiful California.
12. Everybody in the room.
13. I saw two playful kittens in the kitchen.
14. Spilled the milk on the tablecloth.
15. Was slowly walking past our house.
16. Several strangers were laughing over the joke.
17. Were arguing with each other.
18. The talkative street-car conductor.
19. Did the talkative conductor collect your fare?
20. A very bright star.

2. Change to sentences those numbered groups above that are not sentences. As you do so, try to make sentences that are interesting.

A sentence is a group of words that expresses a complete thought.

Notice how the following sentences are written. Each begins with a capital letter, but not every one ends with a period.

1. The girls were playing tag.
2. Have you studied your lesson?
3. Who is that man?
4. That man is my uncle.

Writing. Return to the twenty numbered groups of words that you have been studying. Find five that are sentences. Copy these, remembering about the capital letter at the beginning of each and the mark at the end. Several pupils may write on the board.

Correction. The class will look for mistakes in the sentences on the board. After these have been corrected, examine your own sentences and correct your mistakes. Then exchange papers with a classmate and read his sentences while he reads yours, in order that all mistakes may be found.

Every sentence should begin with a capital letter.

A sentence that makes a statement should end with a period.

A sentence that asks a question should end with a question mark.

4. *Test and Review* : Correct Usage

You have been trying for a number of years to get rid of certain errors of speech. The test below will show how well you have succeeded.

Test. As you read the following sentences to yourself, select the correct words. Write them on a sheet of paper on which you have first written the numbers 1 to 33. Opposite your number 1 write the correct word from parenthesis number 1, and so on to the end.

1. I (saw ¹ seen) who (done ² did) it. It was (him ³ he).
2. He (done ⁴ did) it (well ⁵ good).
3. (Them ⁶ Those) are the things she (doesn't ⁷ don't) do (good ⁸ well).
4. She (don't ⁹ doesn't) do (this ¹⁰ these) kind of things (well ¹¹ good).
5. They (run ¹² ran) and (rang ¹³ rung) the bell and (sung ¹⁴ sang) (those ¹⁵ them) old songs.
6. I have never heard (no ¹⁶ any) better singing.
7. Where (were ¹⁷ was) you when we (drank ¹⁸ drunk) at the spring?
8. I have (wrote ¹⁹ written) you what we (did ²⁰ done).
9. Where have you (went ²¹ gone)? Where have you (thrown ²² threw) the ball?
10. Have you never (ate ²³ eaten) (any ²⁴ no) pie like this?
11. He (came ²⁵ come) and (learned ²⁶ taught) me the trick.
12. (May ²⁷ Can) I (teach ²⁸ learn) you how to do it?
13. (Isn't ²⁹ Ain't) that your brother (setting ³⁰ sitting) there?
14. What is that (laying ³¹ lying) near him?
15. That (ain't ³² isn't) (nothing ³³ anything).

Correction. As the teacher reads the correct words for the sentences on page 9, make a cross opposite each word on your list that is incorrect. How many mistakes did you make? Keep this sheet of paper. You will need to refer to it later.

If you made no mistakes in the test, the following drill is not for you. Instead, begin your work on "The Surprise Box" project explained on page 11.

Drill in Correct Usage. 1. Read the fifteen sentences of the test aloud, selecting the correct words as you read. How rapidly can you do it? Perhaps the teacher will time your reading. Every mistake counts against your time, and indistinct reading is not allowed.

A Contest

2. Let the class be divided into a number of teams. Pupils who made good records in the test or whose time in the drill was fast may be the leaders of the teams. They will train their team mates for the contest. In schools having only two or three pupils in the class, each pupil will have to be a team in himself, and the contest will show which of the pupils can make the best record.

Each pupil's paper in the test shows what the words are that he needs to study. He should turn to the pages in this book where those words are explained. The team leader or the teacher will show how the Index helps one to find those pages.

When the day for the contest has come, each team

in turn will go before the class and read the fifteen drill sentences you have been studying. Each pupil will read one sentence each time his turn comes.

° *The Surprise Box (I)*

Pupils who do not need the drills above may spend their time on "The Surprise Box" or "The Bulletin Board," whichever you may wish to call it. The name may be changed from time to time.

A box is placed in some convenient position in the room to hold the interesting items which pupils drop into it. An amusing poem or riddle, a joke, a bit of news, an offer to trade, a short account of a personal experience, — anything and everything that might entertain the class, — may be neatly written on a sheet of paper, signed by the writer, and placed in the box. Once a week or so the box will be opened by a committee and the best items selected to be pinned or pasted on a chart or board. This will be fastened to the wall of the room where it can be read easily.

Perhaps, to begin the fun, those pupils who do not need the correct-usage drills may hold a meeting to decide the following questions:

1. Where can you obtain or how can you make a suitable box?
2. How do you intend to decorate it?
3. Which pupils are to be chosen for the first committee?
4. When is the box to be opened the first time?

° The sign ° means optional. See explanation in Teachers' Manual.



THE SURPRISE BOX

5. Vocal Drill

Reading. As you read the following selection to the class, remember these four things :

1. To speak loud enough,
2. To speak distinctly,
3. To speak in a pleasant tone of voice, and
4. To stand erect.

A TALK TO SCHOOL CHILDREN

Boys and girls, this is my lesson to you today : you cannot be as good as your fathers unless you are better. You have your fathers' example, — the opportunities and advantages they have accumulated, — and to be only as good is not enough. You must be better. You must copy only the spirit of your fathers, and not their imperfections.

There was an old Boston merchant years ago who wanted a set of China made in Peking. You know that Boston men sixty years ago looked at both sides of a cent before they spent it, and if they earned twelve cents they would save eleven. He could not spare a good plate, so he sent a cracked one, and when he received the set there was a crack in every piece. The Chinese had imitated the pattern exactly.

Now, boys and girls, do not imitate us exactly. Be better than we are, or there will be a great many cracks.

WENDELL PHILLIPS

Class Conversation. After each reading the class will discuss it. Did the reader stand straight? Did he speak loud enough? Did he mumble his words? Was his voice pleasant? If there is time to do it, each pupil ought to read the selection again after he has learned what his faults are. Perhaps the teacher will give him some exercises (see Appendix) which will help him to overcome these faults.

6. *Test and Review:* Pronouncing Correctly

During the last two or three years you have been learning to pronounce correctly a number of words that are often mispronounced. These words are given in the Appendix, pages 192-193. The question is, Can you pronounce them correctly now?

Preliminary Test. If there is time to do it, pronounce all the words in the list. If not, pronounce a certain section of the list. Your score may be written on the board after your name.

Game. Let the class be divided into a number of teams. Where classes are small there may be no more than two pupils in each team. Let these teams go into training for the game by reading and rereading the words in the list. How is the game played? Each team tries to read the list without mispronouncing a single word. Each pupil reads one word every time his turn comes. The team goes on reading until someone makes a mistake. The score is the number of words read.

Final Test. Now test yourself again as you did before you went into training for the game. Your score for that first test is on the board.

° *The Bulletin Board (2)*

Pupils whose score in the preliminary test was perfect do not need to go into training for the game. They may serve as team leaders, as score keepers during the game, or as judges. Or they may write something for the Bulletin Board. Is that board ready for contributions? Has the box been finished? Has the committee been chosen that will arrange the items neatly on the chart? Have you thought of something entertaining to write as a surprise for the class?

7. Retelling a Story for Practice

OLIVER DISCOVERS OLD FAGIN WITH STRANGE TREASURE

1 It was late next morning when Oliver awoke
2 from a sound, long sleep. Only half awake, he
3 looked sleepily about in the old room, whose
4 walls and ceiling were perfectly black with age
5 and dirt. There was no other person present but
6 Old Fagin, who was boiling some coffee in a
7 saucepan for breakfast, and whistling softly to
8 himself as he stirred it round and round with an
9 iron spoon. He would stop every now and then

° The sign ° means optional. See explanation in Teachers' Manual.

10 to listen when there was the least noise below ;
11 and when he had satisfied himself, he would go
12 on whistling and stirring again, as before.

13 Although Oliver had roused himself from sleep,
14 he was not thoroughly awake. He was in a drowsy
15 state between sleeping and waking. He saw Fagin
16 with half-closed eyes, heard his low whistling,
17 recognized the sound of the spoon against the
18 saucepan's sides, and yet was far away in dream-
19 land at the same time.

20 When the coffee was done, Fagin drew the
21 saucepan to one side. Then he turned round and
22 looked at Oliver and called him softly by name.
23 As the latter did not answer and was to all ap-
24 pearances fast asleep, Fagin stepped gently to
25 the door, which he fastened. He then drew
26 forth, as it seemed to Oliver, from some trap in
27 the floor, a small box, which he placed carefully
28 on the table. His eyes glistened as he raised the
29 lid and looked in. Dragging an old chair to the
30 table, he sat down and took from the box a
31 magnificent gold watch, sparkling with jewels.
32 He gazed at it awhile, grinning, and talking to
33 himself, and then once more deposited it in its
34 place of safety. At least half a dozen more were
35 severally drawn forth from the same box and
36 surveyed with equal pleasure, besides rings,
37 brooches, bracelets, and other articles of jewelry,
38 of such rich materials and costly workmanship
39 that Oliver had no idea even of their names.

40 Suddenly he turned round and his bright dark
41 eyes fell on Oliver's face. He saw the boy's eyes

42 fixed on his in mute curiosity, and although the
43 recognition was only for an instant, it was enough
44 to show the old man that he had been observed.
45 He closed the lid of the box with a loud crash.
46 Laying his hand on the bread knife which lay on
47 the table, he started furiously up.

48 "What do you watch me for?" he cried,
49 trembling very much. "Why are you awake?
50 What have you seen?"

51 "I wasn't able to sleep any longer, sir," re-
52 plied Oliver meekly. "I am very sorry if I
53 have disturbed you, sir."

54 "You were not awake half an hour ago?" de-
55 manded Fagin, scowling fiercely.

56 "No! No, indeed!" replied Oliver.

57 "Are you sure?" cried Fagin, with a still fiercer
58 look than before and a threatening attitude.

59 "Upon my word, sir, I was not," answered
60 Oliver earnestly. "I was not, indeed, sir."

61 "Tush, tush, my boy!" said Fagin, abruptly
62 changing his manner, and playing with the knife
63 a little before laying it down, as if to make
64 Oliver believe that he had caught it up in mere
65 sport. "Of course I knew that, my boy. I only
66 tried to frighten you. You're a brave boy.
67 Ha-ha! You're a brave boy, Oliver!" He
68 rubbed his hands with a chuckle, but glanced
69 uneasily at the box, notwithstanding.

70 "Did you see any of these pretty things?"
71 he asked after a short pause, laying his hand
72 upon the box.

73 "Yes, sir," replied Oliver.

74 "Ah!" said Fagin, turning rather pale. "They
75 — they're mine, Oliver; they're my little prop-
76 erty — all I have to live on in my old age. The
77 folks call me a miser, only a miser — that's all."

78 Oliver thought the old gentleman must be a
79 decided miser to live in such a dirty place, with
80 so many watches, but he said nothing except to
81 ask if he might get up.

82 "Certainly, certainly," replied the old man.
83 "There's a pitcher of water in the corner by
84 the door. Bring it here, and I'll give you a
85 basin to wash in, my boy."

86 Oliver got up, walked across the room, and
87 stooped for an instant to raise the pitcher.
88 When he turned his head, the box was gone.

CHARLES DICKENS, "Oliver Twist" (*Adapted*)

Making an Outline of the Story

Class Conversation. 1. What does the first paragraph of the story tell about? Can you say it in one sentence? Does the following sentence tell it clearly?

When Oliver awoke in the dirty old room next morning, he noticed sleepily that Fagin was there, boiling some coffee in a saucepan.

2. What does the second paragraph add to the first? Can you give it in a sentence?

3. What is the third paragraph about? If you can tell it in a clear sentence, the teacher will write that sentence on the board.

4. Reading lines 40 to 60, what sentence can you give for this exciting part of the story?

5. What is the rest of the story, from line 61 to the end? Can you tell this in a sentence? The best sentence may be written on the board with the others.

You now have five sentences on the board, one for each part of the story. Together, these five sentences give you an outline of the story. That outline will help you to tell the happenings in the right order.

Word Study

Class Conversation. Do you see any word in the first two or three lines of the story that you do not quite understand? Can you give other words that could be used in place of *sound*? What words could be used in place of *present*, in line 5? In this way go through the entire story. Let the dictionary help you.

Expressing a Thought in More than One Way

It will help you to tell the story well if you practice giving the thought of some of the sentences in several different ways.

The thought of the sentence "There was no other person present but Old Fagin" may be expressed in several different ways, among which are the following:

1. Old Fagin was the only other person in the room.
2. No one but Old Fagin and Oliver was in the room.
3. Except Old Fagin there was nobody else there.
4. Oliver and Old Fagin were alone in the room.

Speaking. 1. Express the thought of each of these sentences in several different ways. In each case the class will say which way is the best.

1. He satisfied himself that all was safe.
2. Oliver was not thoroughly awake.
3. He recognized the sound of the spoon against the saucepan.

2. In the same way express in several different ways the thought of other sentences from the story. The class will decide which is the best.

Speaking. Now you are ready to tell the story. As you do so, remember why you are telling it. Since your classmates know it as well as you do, they will be interested mainly in your way of speaking. They will be thinking, "Is he telling things in the right order? Is he forgetting something important? Is he using the best words? Is he speaking loud enough? Is he using too many *and's*?" Tell one or more of the five parts of the story. *It will be better to tell only one part well than the whole story poorly.*

P
R
A
C
T
I
C
E

--- Your classmates will praise what you have done well. That will be pleasant. In order to help you improve your speaking, they will point out what you might have done better. Think this over. Then tell the story (or a part of it) again, and this time try to do the things, or at least one of them, that your classmates have advised you to do.

8. Telling about Something You Have Seen or Done

The pupils were telling about things they had seen or done.

Charles shuffled to the front of the room with a scowl on his face and — if mumbling can be called speaking — spoke as follows, standing on one leg and holding onto a chair :

While I was camping last summer I learned that it is a risky thing to sit with your back against a stone fence. I used to do it when I read a book after lunch while all was quiet in the camp. One day I heard something rustle behind me. As it sounded like a piece of paper moved to and fro by the wind, I paid no attention to it at first, but it kept on rustling. I looked around. Then I made the champion jump in the world. There, not five feet away from where I had been reading, I saw a huge black snake gliding smoothly over the loose stones of the fence. I have since been told that black snakes like old stone fences. So I don't — any more.

It was a pleasure to listen to Amy's talk, for she stood straight, she spoke loud enough for everyone in the room to hear her, she pronounced each word distinctly, and her voice was pleasant. She said :

Never turn a turtle upside down unless you are sure that there is no ink in it. I wish I had followed this rule when I was visiting my cousin on her birthday. She had received a very pretty desk with a red cloth top. On it stood a turtle made of metal, looking almost like a real turtle. I picked it up. I turned it over to look at the under side. Then, too late, I learned it was an inkwell. Now my cousin's desk top is partly red and partly black, to remind her of me.

The classmates of the two speakers enjoyed both these talks, but they liked Amy's better. They said that one talk was as good as the other but that Charles had spoiled his by not standing straight, speaking distinctly, or looking pleasant. Both talks were praised for their beginning and ending sentences. Both speakers were praised for sticking to the point. Neither speaker used incorrect English, but Charles pronounced *champion* as if it were spelled *champeen*.

S
T
U
D
Y

In preparation for your own talk to the class, silently read and answer the questions and follow the directions given below :

1. Do you see that both children spoke about something that had happened to them? Interesting little things are happening to all of us.

2. Perhaps something has happened to you this very day or yesterday about which you would like to talk? Did you break a shoe lace while hurrying to get ready for school? Were you scolded for forgetting to brush your teeth? Did you see a brightly colored insect on your way to school?

3. Whose talk begins with the more promising sentence — Charles's or Amy's? Whose ending sentence do you like better? What is the ending or closing sentence in the story of Old Fagin and Oliver?

4. When you make the beginning sentence for your talk, what must you try to do?

5. Make a closing sentence for your story.

6. Remember not to talk about too big a subject. Subjects like "My Summer Vacation" or "Things I Do Saturdays" are too big for a short talk. Instead, talk about some one little thing.

Speaking. When your turn comes, tell the class about something that you have seen or done.

P
R
A
C
T
I
C
E

It will be pleasant to hear your classmates praising the good things in your talk. Perhaps you had a very interesting beginning sentence. Perhaps your closing sentence made them laugh. Perhaps, on the other hand, you did not speak either loud or distinctly enough. Whatever it was that you did not do well, plan to do that well when you speak again. If there is time, tell your story several times. It is only by trying again and again that we improve our speaking.

Project. It would be fun to make a book of these experiences. If each pupil should write his story, these could be placed together in one cover. What title will you write or print on this? Does one of the following please you?

True Stories

Happenings of Many Kinds

The Sixth-Grader's Storybook

9. Choosing a Subject for a Talk

Sometimes pupils make the mistake of choosing too large a subject for their talks. Some of the subjects are large enough for a whole book. It is probably true as a rule that the smaller the subject, the more interesting the talk.

It is easy to see that "Books I Have Read" is not so promising a subject for a talk as "One Book that I Have Read Twice." For the same reason "Our School" is not so good a subject as "Our Schoolroom." It would be better still to talk about such smaller and more definite subjects as these:

The Clock in Our Schoolroom

The Damp Smell in Our Cloakroom on a Rainy Day

The Story of an Ink Spot on Our Schoolroom Floor

What I Like Best about Our Schoolroom

Exercise. 1. Which of the following subjects seem to you to promise interesting talks? In your opinion which are the best two or three subjects in the list?

1. Books
2. My Favorite Book
3. The Most Exciting Page in My Favorite Book
4. A Rainy Day
5. How I Kept Dry on a Rainy Day
6. A Rainy Day that Did Not Spoil a Picnic
7. Shoes
8. A Shoe that Pinched
9. Thanksgiving Day
10. Losing a Tooth on Thanksgiving Day
11. Going to School
12. My First Day at School
13. The First Word I Learned to Read
14. A Boy Who Will Never Tease Me Again
15. Teasing
16. Clothes
17. Wearing a New Suit to School
18. The Boy Who Would Not Get His Hair Cut
19. Rabbits
20. Can You Tell Rabbit Fur from Cat Fur?
21. Dogs

2. Look again at those subjects in the list that are unsatisfactory because they are too large. Can you improve any by making them narrower, smaller, more definite?

3. What was the subject of your talk to the class the other day? Can you improve it now?

S
T
U
D
Y

Are you learning to study and to prepare yourself for a talk? Silently read and answer the questions below and follow the directions:

1. Think of something about which you would like to talk.

2. Can you make your subject any narrower? Make it just as narrow and definite as you can.

3. Write your subject on a piece of paper. Do you remember how the first word and every important word in a title should begin?

Writing. Copy your subject on the board where the class may read it in order to decide whether it is a suitable and promising subject for a talk.

10. The Subject of a Sentence

Every sentence consists of two main parts. You cannot have a sentence unless you have both. Thus, the words *the frightened horse* do not make a sentence, and the words *almost ran away with George* do not make a sentence. Each group is only one of the two parts of the sentence

The frightened horse | almost ran away with George.

Every sentence can be separated into its two main parts. One of these tells what the sentence is about. Thus the sentence below is about birds.

Birds | sing.

The following sentence is about the boys:

The boys | laughed.

Exercise. Tell what each of the following sentences is about:

- | | |
|----------------------|--------------------------------|
| 1. Brother studies. | 8. The school bell is ringing. |
| 2. Sister sews. | 9. Children run. |
| 3. John is studying. | 10. Children run fast. |
| 4. Mary is sewing. | 11. Dogs bark. |
| 5. Airplanes hum. | 12. My dog barks. |
| 6. Insects buzz. | 13. Several dogs are barking. |
| 7. Leaves fall. | 14. That dog is barking again. |

The part of a sentence that tells what the sentence is about is called the **subject** of the sentence. Thus, the word *Brother* is the subject of the sentence *Brother studies*. The word *Brother* tells what the sentence is about.

Exercise. Give the subject of each of the following sentences:

- | | |
|-------------------|---------------------------------|
| 1. Babies cry. | 8. All babies cry. |
| 2. Lions roar. | 9. Hungry lions roar. |
| 3. Boys tease. | 10. Naughty boys tease. |
| 4. Horses gallop. | 11. Saddle horses gallop. |
| 5. Hens cackle. | 12. My friend called. |
| 6. Cats purr. | 13. My good friend called. |
| 7. Eagles scream. | 14. My old friend called today. |

The subject of a sentence may be only one word or it may be many words. In each of the following sentences the subject is underscored:

1. John laughed.
2. My old friend John laughed.
3. Every man, twoman, and child in the room laughed.

Exercise. Point out the subject of each of these sentences :

1. Airplanes hummed.
2. Many huge airplanes hummed.
3. The famous airplane landed safely.
4. A balloon fell.
5. A burning balloon fell.
6. A burning balloon fell near us.
7. The giant balloon exploded.
8. The soldiers quarreled.
9. Several angry soldiers quarreled.
10. Several angry French soldiers quarreled.
11. Pupils study.
12. Some pupils study.
13. Some pupils study hard.
14. Most sensible pupils study.
15. All the pupils in that excellent school study.
16. Several expensive marbles were lost.
17. Those boys on the motor cycle were laughing.
18. Every boy and girl in the room applauded.
19. They shouted.
20. Everybody shouted.

The subject of a sentence is that part of it which
tells what the sentence is about.

11. Telling the Story of a Picture

Surely something is going on in that street. Those children in the picture on page 30 are all eyes. What can it be?

**S
T
U
D
Y** As you study the picture and prepare yourself to tell its story, let the following questions help you. Read and answer them silently.

1. What names will you give those four children? Are they brothers and sisters or only friends?

2. Where are the father and the mother? If the mother were there, would she let that little girl sit on the window sill?

3. Perhaps the father and mother are coming home, and the children are waiting for them. What, perhaps, will they bring with them?

4. Is there an organ grinder in the street below or some kind of parade going by?

5. What if the monkey should climb to the window or the elephant should reach up and lift the little girl off the window sill?

6. When you have decided on your story, with what sentence will you begin it?

Speaking. Tell the story you have made up for the picture. Your classmates will wonder what it is, particularly if your beginning sentence arouses their curiosity. Perhaps you will tell it as if you were one of the children in the open window. If so, what promising beginning sentence can you make for your story?



Kayman
Drapen.

P
R
A
C
T
I
C
E

-- Do you remember writing earlier in the year a list of the things you ought to do when speaking? It is part of the Summary, pages 165-167. To which items in that list will you give special attention during the present story-telling? Perhaps these should be copied on the board. Then the class cannot forget what to listen for as you speak.

--

Inventing a Title for Your Story and the Picture

Class Conversation. What title will you give your story? The same title should fit the picture. The class will tell you what they think of it. Other pupils will give their titles. The best ones may be written on the board. The class will decide which is the very best.

12. Learning to Speak without Using Too Many *and*'s

One of the most common faults seen in story-telling and in all speaking is the use of unnecessary *and*'s. How shall we overcome this fault? One way is to practice speaking without unnecessary *and*'s.

Using Short, Crisp Sentences

Exercise. Change each of the following sentences to two sentences. Do this by omitting the unnecessary *and*, by dropping the voice at the end of your first sentence, and by making a short but clear-cut pause

before beginning your second sentence. Thus, you may change the eighth sentence below to these two :

The coffee was done. Fagin took it off the fire.

1. It was late next morning and Oliver awoke from a long sleep.

2. Old Fagin was there and he was boiling some coffee.

3. He boiled the coffee and he whistled softly to himself.

4. He stirred it round and round and every now and then he stopped to listen.

5. He satisfied himself that all was well and he went on whistling.

6. Oliver had just roused himself from sleep and he was still in a drowsy state.

7. He saw Fagin with half-closed eyes and he was in dreamland at the same time.

8. The coffee was done and Fagin took it off the fire.

9. He called Oliver by name and Oliver did not answer.

10. Fagin stepped gently to the door and he fastened it.

11. He drew forth a box from a trap in the floor and he placed it carefully on the table before him.

12. He raised the lid and looked in and his eyes glistened.

13. He had dragged an old chair to the table and he sat down in it.

14. He took from the box a magnificent gold watch and it sparkled with jewels.

15. He gazed at it for a time and he grinned and talked to himself.

16. He deposited it in its place of safety and he drew out several others like it.

17. His bright dark eyes fell on Oliver's face and he saw at once that the boy was looking at him.

18. The old man saw that he had been observed and he closed the box with a loud crash.

19. Fagin had scowled very fiercely at Oliver and he now abruptly changed his manner.

20. He rubbed his hands with a chuckle and he glanced uneasily at the box.

21. Oliver thought the old man must be a miser and he said nothing.

22. Oliver asked if he might get up and the old man replied, "Certainly, certainly."

23. Oliver walked across the room and he stooped for an instant to pick up the pitcher.

24. He turned around with the pitcher and the box was gone.

25. Do you know who Old Fagin was and how did he happen to have those watches and that jewelry?

26. What was Oliver doing in this strange room and was Fagin a good or a bad man?

Drill. Read the sentences rapidly, omitting each unnecessary *and*, dropping the voice at the end of each short sentence, and making a clear-cut pause before beginning the next sentence. Read rapidly but distinctly. How could you make a game of this drill?

13. Correct Usage: *set* and *sit*

The words *set* and *sit* do not have the same meaning. *Sit* means "have a seat," as in the sentence

She *sits* on the porch.

Set, on the other hand, means "place" or "put," as in the sentence

He *set* the box on the porch.

It is incorrect to use *set* as if it meant *sit*. It is incorrect to say "There he *sets*" when your meaning is "There he *sits*."

Notice the following correct uses of *set* and *sit*:

1. She is *sitting* by the window. (NOT *setting*)
2. See how well he *sits* on his horse. (NOT *sets*)
3. He *sat* in the armchair all morning. (NOT *set*)
4. Please *sit* near the table. (NOT *set*)
5. Please *set* your umbrella in the corner.
6. He *set* his boots in the closet.
7. He *set* his basket on the floor and *sat* on the bench.

Test. On a sheet of paper write the numbers 1 to 29. After these write the correct words — that is, *set*, *sets*, *setting*, or *sit*, *sits*, *sat*, *sitting* — for the blanks in the drill sentences below. Check your list in the usual way.

1. There she _¹_ by the open window.
2. Who is that _²_ in the other chair?
3. Come in, _³_ your umbrella behind the door,
and _⁴_ in this easy chair.

4. The old man always _⁵_ in that chair.
 5. Where did you _⁶_ the box that came today?
 6. John is _⁷_ the box on the shelf.
 7. They _⁸_ up all night waiting for the news.
 8. _⁹_ the candlestick on the dresser.
 9. "Somebody has _¹⁰_ in my chair," cried a tiny voice.
 10. Who _¹¹_ that jar on the table? Why not _¹²_ it there?
 11. _¹³_ in the shade, he watched the people _¹⁴_ in their cars.
 12. "Still _¹⁵_ the school-house by the road."
- WHITTIER
13. Do not _¹⁶_ too long in the sun.
 14. They _¹⁷_ the pole near the street corner.
 15. I can see it from where I am _¹⁸_.
 16. He _¹⁹_ down at his desk and _²⁰_ the ink bottle before him.
 17. I saw him _²¹_ there while the other men were _²²_ under the tree.
 18. _²³_ your chair in the corner and _²⁴_ in it.
 19. Do you see your brother _²⁵_ over there?
 20. First he _²⁶_ a chair on the lawn. Then he _²⁷_ in it.
 21. _²⁸_ near me, or _²⁹_ on that bench.

Drill in Correct Usage. Read the twenty-one sentences above, filling the blanks as you read. As you grow surer of the correct use of *set* and *sit*, read faster, but always distinctly. Perhaps the teacher will time each pupil.

°Our Newspaper (3)

Those who made no mistakes in the test do not need the drill above. Instead, they may write something interesting for the class newspaper. This is only another name for the surprise box, about which you know.

14. Letter Writing

Why do you suppose Harold Brown wrote the following letter to Mr. Kellogg?

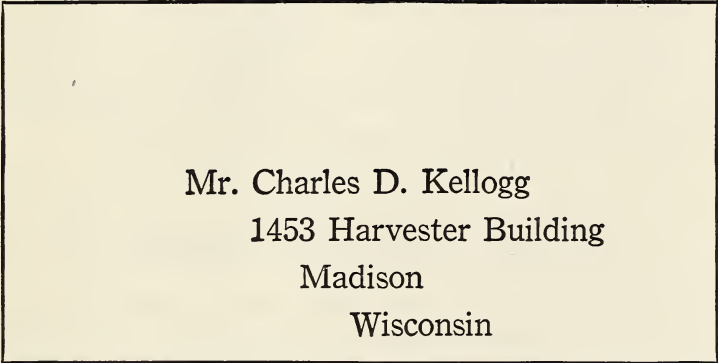
Hawthorne School
Madison, Wisconsin
November 4, 1930

Dear Mr. Kellogg:

Next Friday afternoon the pupils of Miss Smith's room will give an entertainment to which you and Mrs. Kellogg are invited. It will be called "The Story Hour." Your son Tom will be one of the story-tellers. The fun will begin at two o'clock.

Yours respectfully,
Harold Brown

This letter reached Mr. Kellogg by mail, and he read it with surprise and interest. He read it more than once and showed it to Mrs. Kellogg that evening. She said: "I had no idea that Brown boy could write so neat a letter. See, there is not a mistake in it, nor a finger mark on it. I wonder whether our Tom can do as well?" She looked at the address on the envelope, but there was no mistake in that either. It was carefully written as follows:



Mr. Charles D. Kellogg
1453 Harvester Building
Madison
Wisconsin

In Harold Brown's school each pupil had written his father's name and address on a slip of paper. These slips were placed in a box or basket and thoroughly mixed. Then each pupil drew out one. This gave him the name and address of the person to whom to send an invitation to come to "The Story Hour."

Writing. Write your invitation to the person whose name you draw from the box or basket. Write the address on the envelope. Make your invitation and addressed envelope look like those above.

Correction. What are the things that make a letter correct? Do you remember the list you used several weeks ago? You will find rules for letter writing on pages 165-167. Besides, you have the letter on page 36. Have it before you as you read your letter over for mistakes. If necessary, copy your letter.

The Story Hour

Project. What sort of story hour will you plan? Who are to be the speakers? What stories might they tell? Could you give also a number of songs and poems? Would it be a good plan to have someone read the class newspaper, or bulletin board, aloud?

15. The Predicate of a Sentence

You have learned that one of the two main parts of every sentence is called the subject. The subject is that part which tells what the sentence is about. What does the other part do? That is the question which we shall now answer.

Look at the sentence

Birds | sing.

The subject is *Birds*, because the sentence is about birds. The other part of the sentence is *sing*. This tells something about the subject. The word *sing* tells something about the subject *Birds*; the word *sing* tells something that the subject does.

Exercise. Point out the subject of each of the following sentences. Then tell what is said about the subject. Thus, the subject of the first sentence is *Dogs*. The other part of the sentence tells something about *Dogs*. It says that dogs *bark*.

- | | |
|-------------------------|------------------------------|
| 1. Dogs bark. | 9. The car skidded. |
| 2. Children giggle. | 10. The skater tumbled. |
| 3. Pupils study. | 11. The lawyer objected. |
| 4. Lions roar. | 12. Several birds flew. |
| 5. Horses neigh. | 13. Some friends were visit- |
| 6. The stranger nodded. | ing at our house. |
| 7. My friend laughed. | 14. The strange little ship |
| 8. The driver scowled. | steamed on. |

What name shall we give to this part of the sentence that tells something about the subject? It is called the **predicate**. Thus, the predicate of the last sentence above is *steamed on*. The predicate of sentence 8 is *scowled*.

The predicate of a sentence may be only one word or several words. Notice that the following sentences all have the same subject, *Squirrels*. Notice the different things that are said about that subject.

1. Squirrels *chatter*.
2. Squirrels *gather nuts*.
3. Squirrels *are pretty animals*.
4. Squirrels *are hunted for their fur*.

In the first sentence we have a predicate of one word, *chatter*. In the last the predicate consists of five words.

Exercise. Point out the predicate of each of the following sentences. First, tell what the subject is. Then tell what is said about that subject; that is, tell what the predicate is.

1. Mary smiled.
2. Mary smiled at the baby.
3. The old horse neighed.
4. Every pupil looked up.
5. Every pupil looked up at the visitor.
6. The visitor bowed.
7. The visitor chatted with the teacher.
8. The visitor talked with some of the children.
9. The visitor looked at the pupils' work.
10. Many people were walking on the beach.
11. Some people can swim.
12. A mountain goat looked down from a high rock.
13. The hunters aimed.
14. The hunters aimed at the goat on the rock.
15. The hunters crawled through the bushes.
16. A pretty bird with red wings flew by.
17. John laughed.
18. John laughed at the clown.
19. John laughed at the clown's funny tricks.
20. John and James sat together.
21. The girls were working in the house.
22. They were singing at their work.

The predicate of a sentence is that part of it which tells what is said about the subject.

16. Reading a Poem Aloud

Some time ago thousands of children in the sixth grade voted for the poems they liked best. The following poem received the largest number of votes. Perhaps one reason is that it is a poem about courage. Listen as the teacher reads it to you.

SOMEBODY'S MOTHER

The woman was old, and ragged, and gray,
And bent with the chill of the winter's day;

The street was wet with a recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long,
Alone, uncared for, amid the throng

Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street, with laughter and shout,
Glad in the freedom of "school let out,"

Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and gray
Hastened the children on their way, '

Nor offered a helping hand to her —
So meek, so timid, afraid to stir

Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop —
The gayest laddie of all the group ;

He paused beside her and whispered low,
"I'll help you across if you wish to go."

Her aged hand on his strong young arm
She placed, and so, without hurt or harm,

He guided the trembling feet along,
Proud that his own were firm and strong.

Then back again to his friends he went,
His young heart happy and well content.

"She's somebody's mother, boys, you know,
For all she's aged and poor and slow ;

"And I hope some fellow will lend a hand
To help my mother, you understand,

"If ever she's poor and old and gray,
When her own dear boy is far away."

And "somebody's mother" bowed low her head
In her home that night and the prayer she said

Was, "God, be kind to the noble boy,
Who is somebody's son and pride and joy!"

Author Unknown

Reading. 1. Read the first stanza of the poem. This is only two lines. How well can you read them?

P
R
A
C
T
I
C
E
 --- *There is no use in beginning to read the second stanza until you have read the first one well.* The class will tell you whether you have read loud and distinctly enough. Perhaps your reading did not bring out the meaning. Perhaps you failed in some other way. Whatever your fault, read the stanza again and again until you can read it as it should be read.

2. In the same way practice reading the other stanzas. At last you will be ready to read the entire poem aloud, to give pleasure to others — to your parents at home or to the pupils of another schoolroom.

17. Retelling a Story for Practice

You have probably read or heard about Robinson Crusoe. He was shipwrecked on a lonely island. The next day he swam back to the wrecked ship and built a raft on which he carried many useful things to shore.

As time went on, he made himself quite comfortable on that lonely island. He had it all to himself, for there were no other human beings on it and no dangerous animals. Around a cave in which he lived he built a high fence of dense trees. This safe retreat he called his castle. Here he spent many years, with only a dog, a cat or two, several goats, and a parrot for

companions. Nothing interrupted his quiet life. He was beginning to think that it would always be so. Then, one day, something happened.

Read the story to yourself as Robinson Crusoe tells it in his old-fashioned English.

ROBINSON CRUSOE MAKES A FRIEND

I was now in my twenty-third year of residence in this island, when, going out pretty early one morning, even before it was thorough daylight, I was surprised with seeing a light of some fire on the shore, at a distance from me of about two miles. I was indeed greatly surprised at the sight, and stopped short within my fence, not daring to go out. I prepared myself within my castle, putting myself in a posture of defense. I loaded all my muskets and all my pistols, and resolved to defend myself to the last gasp. I waited about two hours and began to be impatient for intelligence abroad, and after a while I was not able to bear sitting in ignorance any longer. So, setting up my ladder to the side of the hill in which was my cave, I mounted to the top. Pulling out my glass, which I had taken on purpose, I lay flat on the ground and began to look for the place.

I presently found a band of savages very busy around a fire they had made, not to warm them, for they had no need of that, the weather being extremely hot, but, as I supposed, to eat some of the human flesh which they were preparing



ROBINSON WATCHES THE CANNIBALS

to roast for their feast. While I was thus looking on, I perceived through my glass two miserable wretches dragged from boats on the shore, where it seems they were laid by and were now brought out for slaughter. I perceived one of them immediately fell, being knocked down, I suppose with a club or wooden sword, and two or three others were at work immediately, cutting him up for their cookery, while the other victim was left standing by himself, till they should be ready for him. In that very moment, this poor wretch seeing himself a little at liberty, darted away from them and ran with incredible swiftness along the sands directly towards me, I mean towards that part of the coast where my castle was.

I was dreadfully frightened when I perceived him to run my way, and especially when, as I thought, I saw him pursued by the whole band. I expected him to take shelter in my castle and that the other savages would pursue him thither. However, I kept my position, and my spirits began to recover when I found that there were not above three men that followed him, and still more was I encouraged when I saw that he gained ground on them and, if he could hold out for half an hour, would fairly get away from them all. There was between them and my castle the creek which I mentioned in the first part of my story, when I landed my cargo out of the ship, and this creek I saw he must necessarily swim over, or the poor wretch would

be taken there. But when he reached it, he made nothing of it, but plunging in swam through in about thirty strokes, landed, and ran on with exceeding strength and swiftness. When the three persons came to the creek, I found that only two of them could swim.

It came now very warmly upon my thoughts that now was my time to save this poor creature's life. I immediately ran down the ladders, fetched my two guns, and getting out of my castle I made a short cut toward the sea, placing myself in the way between the pursuers and the pursued. I slowly advanced toward the two pursuers. Then, rushing at once upon the foremost, I knocked him down with the stock of my piece. I was loath to fire because I would not have the rest hear, though at that distance it would not have been easily heard. Having knocked this fellow down, I advanced apace towards the other who pursued, but as I came nearer I saw he had a bow and arrow and was fitting it to shoot at me. So I was then necessitated to shoot at him first, which I did, and killed him at the first shot.

When the poor savage who fled saw both his enemies fallen and killed, he was so frightened with the fire and noise of my piece that he stood stock still and neither came forward nor went backward. I called to him and made signs to him to come forward, which he easily understood and came a little way, then stopped again, and then a little further, and stopped again, and

I could then perceive that he was trembling. I beckoned him again to come to me. I smiled to him and looked pleasant and beckoned to him to come still nearer. At length he came close to me and kneeling down kissed the ground and taking me by the foot set my foot upon his head in token of swearing to be my slave forever. I took him up and made much of him and encouraged him all I could.

DANIEL DEFOE, "Robinson Crusoe"

Making an Outline

Class Conversation. As you see, the story consists of five paragraphs. What part of the whole story does each paragraph tell? Can you give the main thought of each in one sentence? Does the following sentence express correctly the central idea of the first paragraph?

When Robinson had lived on his lonely island twenty-three years, he was astonished one morning to see a fire burning on the beach.

The best sentence for each paragraph may be written on the board. Together, these sentences make an outline of the story.

Word Study

S
T
U
D
Y

As you learn to study the words of the story, let the following directions help you. Read them silently and, working alone at your desk, do what they tell you to do.

1. With your dictionary at your side, read the story once more. When you come to a word that you do not know very well, look it up in the dictionary. Find one or more words of nearly the same meaning that you could use in its place. Words like the following you should not overlook:

posture	liberty
resolved	incredible
ignorance	pursued
mounted	encouraged
presently	exceeding
perceived	advanced
victim	necessitated

2. Make a list of the words you look up in the dictionary and write opposite each a word or two that you could use in its place.

Expressing a Thought in Different Ways

The thought of the first numbered sentence below can be expressed in several different ways, among which are the following:

I had by this time lived on the island twenty-three years.

It was my twenty-third year on the island.

Twenty-three years had come and gone since I first saw this island.

1. I was now in my twenty-third year of residence in this island.

2. I stopped short within my fence, not daring to go out.

3. I put myself in a posture of defense.
4. I resolved to defend myself to the last gasp.
5. I began to be impatient for intelligence abroad.

Speaking. 1. Express the thought of each of the sentences above in several different ways, and then choose the best.

2. Express in several different ways the thought of sentences that you and your classmates select from the story.

Speaking. 1. Tell the first one of the five paragraphs of the story.

P
R
A
C
T
I
C
E

Remember that you are telling this story, which the class knows as well as you do, to give yourself practice in speaking, in order that your speaking may improve. The class will listen and suggest what improvements you ought to try to make. The list on pages 165-167 will help them in this. Try for those improvements—if necessary, several times. Why stop before you have succeeded?

2. In the same way tell the story of each of the other paragraphs.

° **Contest.** Should you like to have a story-telling contest? Teams of five pupils each may practice telling the story, each pupil practicing one paragraph. Then one team after another may go to the front and tell the story. Another class may be invited to your room to hear the story-telling and perhaps to decide

by vote which team spoke best. If your class is too small to be divided into several teams, let the one team tell the story to the pupils of some other room. If there are not pupils enough for even one team, each pupil will have to tell more than one paragraph of the story.

18. Correct Usage: *froze, frozen; broke, broken; spoke, spoken*

The three words *froze, broke, and spoke* must never be used with the helping words *have, has, had, is, are, was, and were*.

It is correct to say:

I *froze* my fingers.

He *broke* his arm.

She *spoke* distinctly.

In the sentences below notice the correct use of *frozen, broken, and spoken*. These are the words to use with *have, has, had, is, are, was, or were*.

- | | |
|---|--------------------------|
| 1. I <i>have frozen</i> my fingers. | (NOT <i>have froze</i>) |
| 2. He <i>has broken</i> his arm. | (NOT <i>has broke</i>) |
| 3. She <i>had spoken</i> distinctly. | (NOT <i>had spoke</i>) |
| 4. His finger <i>is broken</i> . | (NOT <i>is broke</i>) |
| 5. Her nose <i>was frozen</i> . | (NOT <i>was froze</i>) |
| 6. Those words <i>were spoken</i> too late. | (NOT <i>were spoke</i>) |
| 7. My ears <i>are frozen</i> . | (NOT <i>are froze</i>) |
| 8. The window <i>was broken</i> . | (NOT <i>was broke</i>) |
| 9. The last word <i>was spoken</i> . | (NOT <i>was spoke</i>) |

Working alone, follow these directions:

1. In order to get your lips, tongue, and ears used to the right forms, pronounce over and over rapidly and distinctly the first of the groups of words given below.

2. See how many times you can say *have frozen, have frozen, have frozen* with one deep breath.

3. Do the same with each of these groups:

<i>a. have frozen</i>	<i>e. have spoken</i>	<i>i. were frozen</i>
<i>b. has frozen</i>	<i>f. had spoken</i>	<i>j. was broken</i>
<i>c. have broken</i>	<i>g. is frozen</i>	<i>k. were spoken</i>
<i>d. has broken</i>	<i>h. was frozen</i>	<i>l. are broken</i>

Speaking. Make short sentences using the groups of words above. Speak distinctly as you give your sentences.

Test. On a sheet of paper write the numbers 1 to 26. Opposite these numbers write the correct words from the twenty-six parentheses below:

1. The poor fellow had (**froze**¹ **frozen**) his ears.
2. One ear was badly (**frozen**² **froze**).
3. He (**frozen**³ **froze**) the same ear last winter.
4. I have often (**spoken**⁴ **spoke**) with him.
5. I (**spoken**⁵ **spoke**) with him about the ear that was (**frozen**⁶ **froze**).
6. Have you ever (**frozen**⁷ **froze**) your toes?
7. The river is (**froze**⁸ **frozen**), but the ice is (**broken**⁹ **broke**).

8. She has (**broke**¹⁰ **broken**) her pencil.
9. Her pencil is (**broken**¹¹ **broke**), and her pen is (**broke**¹² **broken**).
10. I (**spoke**¹³ **spoken**) to you yesterday, and I have not (**spoke**¹⁴ **spoken**) to you since.
11. When the sentence was (**spoken**¹⁵ **spoke**), the spirit of the wretched prisoner was (**broken**¹⁶ **broke**).
12. When the axle (**broke**¹⁷ **broken**), the spring was (**broken**¹⁸ **broke**).
13. The water pipes were (**froze**¹⁹ **frozen**), and the pump was (**broken**²⁰ **broke**).
14. I have never (**spoken**²¹ **spoke**) about the time when I (**broke**²² **broken**) my arm.
15. It was (**broke**²³ **broken**) in an accident about which I have never (**spoken**²⁴ **spoke**) to you.
16. I (**spoken**²⁵ **spoke**) to him about the ear that I (**froze**²⁶ **frozen**) last winter.

If you made no mistakes in the test, you may omit the following drill (since you do not need it) and work on the contributors' box instead. If you need the drill, busy yourself with that.

Drill in Correct Usage. Read the test sentences above until you can read them without making mistakes. Read slowly at first, then faster, but always correctly and distinctly. Perhaps the teacher will time you and your classmates.

° *The Contributors' Box (4)*

This is for those pupils who have finished their other work and would like to write something for the entertainment of the class. Read what was said under the headings "The Surprise Box," "The Bulletin Board," and "Our Newspaper." See pages 11, 15, and 36.

Have you an original idea for the contributors' box? Perhaps you know of an interesting question or a puzzle.

19. Giving Directions over the Telephone

In a certain school, where the pupils often play telephone games, each row of seats in the room is given a name and each seat a number. The second seat in the first row, for instance, is *Main 222*; the third in the second row, *Broadway 333*; and so on. Any pupil can tell at a glance what another's telephone number is. The telephone operator sits at the teacher's desk.

Speaking. Following a plan like the one just explained or using a telephone directory that you have made, telephone to your classmates. Ask for the best way from one place to another, as,

1. From the schoolhouse to the post office.
2. From the post office to the station.
3. From the railroad station to a certain house.
4. From one house to another.

P
R
A
C
T
I
C
E

There is no use in your telephoning unless each time you do so you learn something about telephoning better. Therefore, your classmates will kindly make suggestions to you for improving your telephoning. Think these suggestions over. When you telephone again, make it a point to follow them. One after another, make the improvements suggested.

20. Pronouncing Correctly

The following words are sometimes mispronounced. Listen as the teacher pronounces each one several times.

1. government (NOT *goverment*)
2. length (NOT *lenth*)
3. strength (NOT *strenth*)
4. suggest (NOT *sugest*)
5. usually (NOT *usally*)
6. chocolate (NOT *chalklet*)
7. attached (NOT *attachted*)
8. recognize (NOT *reconize*)
9. regular (NOT *reglar*)
10. new (NOT *noo*)

Pronouncing. Now, with the class on the lookout for mistakes, pronounce the entire list several times. Can you do this correctly, rapidly, and easily?

Using the Dictionary

As you know, the dictionary tells how words should be pronounced. It divides each word into syllables.

It tells which syllable should be accented. With the help of the "Key," you can quickly learn how to sound various letters.

Writing. Find in the dictionary each of the words on page 56. Copy the word, dividing it into syllables, if it is a word of more than one syllable, and marking the accented syllable. As you copy, pronounce the word to yourself over and over.

Speaking. Make a sentence containing as many of those ten words above as you can use and still have a sensible sentence. The following sentence contains five of the words:

I *recognized* the *chocolate* as not a *new* kind but as the *regular* kind that we *usually* bought.

This exercise will also give you practice in making interesting sentences.

21. Inventing an Ending for an Unfinished Story

Do you have interesting ideas? Can you make up original endings for unfinished stories? The following story gives you a chance to test yourself.

If the engine had only stopped while they were still in town! To have it stop and refuse to start again "ten miles from nowhere," as Tom's father said in disgust, was bad luck indeed. He had the hood of the car up and was staring at the motor, wondering what could be the matter with the thing. Tom was looking on,

and Tom's mother, on the back seat, was studying a map and trying to make out where they might be in this strange country one thousand miles from home.

The Joneses were motoring; that is, they had been, until their car stopped. They were spending the summer vacation on a long trip to California. Tom was enjoying it hugely. "Besides," said Mr. Jones, "he was learning a bit about geography." Over good roads and bad their new car had run along, humming contentedly, and everything had been perfect until now. Mr. Jones knew very little about gas engines. He had not the remotest idea why the engine had suddenly gone wrong.

"What does that sign say, Tom?" called Mrs. Jones, pointing to a painted board that was nailed to a telegraph pole ahead.

"Everready Garage One-Half Mile," read Tom. "One-half mile! That isn't far. Shall I go and get them, Dad? I can run there in ten minutes."

Mr. Jones talked with his wife. They could not telephone, for there was no house in sight. Besides, it was doubtful whether there were any telephones in this out-of-the-way section. He looked up the lonely road, but as they were standing on the slope of a hill, he could not see far ahead. Perhaps he had better go himself, since Tom was only twelve. But, no, it would be a good thing for Tom to have this experience.

"All right, Tom. Try to get a good mechanic to come right back with you."

Tom started off, made most of the half mile on a dog trot, found the garage, learned that the mechanic had gone to town but that his wife thought he would return in about half an hour, decided not to wait for him, and after leaving careful directions for finding the car, took the road back to his parents, in order to let them know without delay what to expect.

As Tom trudged along, he noticed that there were no farmhouses to be seen. Clearly it was not a farming country. The sandy soil was not good enough. Possibly sheep might be grazed on those thinly covered hills. There was no one anywhere to be seen. Some crows cawed loudly as they flew out of a small clump of scrubby trees. He had not noticed those trees before. The caw was the only sound Tom had heard since starting back from the garage. At last he reached the hill from which he could see the place where the car had come to a standstill. Great was his surprise as he looked down the road. There was no car in sight. There was nothing and nobody in sight. His father, his mother, and the car had disappeared.

STUDY

As you prepare to tell the class how the story might end, silently read and answer the following questions, which will guide you as you think the story over:

1. What would you have done in Tom's place — run back to the garage, run along the road which

the car probably had taken, or stayed right there and waited?

2. Do you think that Tom's father got the car started while Tom was on his way for the mechanic?

3. If so, why did not Tom's father follow him to the garage? Why did he turn around and drive away when he knew that Tom would return in a few minutes?

4. Does it seem likely that somebody kidnapped Tom's parents?

5. What could have made Tom's father and mother leave in such a hurry, without a word of explanation?

6. Can you think of some ending for the story that will be both sensible and most unexpected? What surprise ending can you invent for the entertainment of the class?

Speaking. Tell your classmates how you would finish the story.

22. Building Sentences

Sentences may be long or short. The subject may consist of only one word or of many words. The same is true of the predicate. The following sentence has a subject of two words and a predicate of two words:

The girl was working.

Notice how both subject and predicate are made longer, as you read the following sentences:

1. The girl | was working.
2. The little girl | was working.
3. The little girl | was working hard.
4. The cheerful little girl | was working hard.
5. The cheerful little girl | was working hard over her schoolbook.
6. The cheerful little girl in the sixth grade | was working hard over her schoolbook.
7. The cheerful little girl in the sixth grade | was working hard over a problem in her arithmetic.

Exercise. 1. By adding suitable words enlarge both the subject and the predicate of each of these short sentences :

1. The band played.
2. A crowd gathered.
3. Flags were flying.
4. Guns boomed.
5. Boys shouted.
6. Children screamed.
7. A bird was singing.
8. Several children were practicing.
9. Newsboys were calling.
10. A stone was thrown.
11. An airplane was humming.
12. The pilot signaled.

2. Write one or more of your sentences on the board.
3. How long a sentence can you build by adding words to the subject and the predicate of one of the short sentences above? It will be interesting to see who can write the longest sensible sentence.

23. The Principal Word of the Subject

No matter how long the subject of a sentence may be, there is usually one word in it that is the principal word. How can you tell which is the principal word?

Read the following sentence several times, dropping one word after another from the subject :

The cheerful little girl was working hard at her lesson.

It is easy to see that you can drop *The*, *cheerful*, and *little*, without any serious harm, for you still have the sentence

Girl was working hard at her lesson.

If, however, the word *girl* is dropped, the sentence is gone, even if all the other words of the subject are kept. "The cheerful little ---- was working hard at her lesson" does not make sense. It is unfinished. It is not a sentence.

This shows how important the word *girl* is in the subject of that sentence. *Girl* is the most important word; it is the **principal word of the subject**.

Exercise. 1. Read the first sentence on page 63 without that word in the subject which is printed in italics. Notice whether you still have a sentence.

2. Now read the sentence again, but instead of dropping the word in italics keep that word and drop the other words of the subject. Have you still a sentence?

3. In the same way read each of the other sentences.

1. The old sailor's *boat* sank during the storm.
2. Several busy *children* were practicing.
3. A tall, blue-eyed young *man* smiled at us.
4. A thousand proud *schoolboys* marched gayly past.
5. Many, many pretty *flowers* were seen in that place.
6. A gigantic silver *airship* swung into view.

Exercise. Name the subject and the predicate of each of the following sentences. Then point out the principal word of the subject.

1. A big, round, red apple hung on the tree.
2. A little red-cheeked boy stood under the tree.
3. Several pupils from the sixth grade looked on.
4. The farmer's youngest son climbed the apple tree.
5. The red apple fell to the ground.
6. The red-cheeked boy picked it up.
7. Two good friends of the boy got a bite.
8. The boy's mother called.
9. The boy's mother called him.
10. She called again and again.
11. The little boy answered.
12. He answered after a while.
13. He answered his mother's call.
14. A famous traveler talked to the children.
15. The pupils listened intently.
16. Every person in the room listened with great interest.
17. Everybody in the room listened.
18. Many far-away countries had been seen by him.
19. The colored pictures were very interesting.
20. The three boys ran to the shipyard.

24. Nouns

The principal word of the subject of a sentence is usually a word that names something. It may name a person, as *boy, girl, conductor, baker*; it may name a place, as *street, city, station, library*; or it may name a thing, as *book, knife, shoe, clock*.

Such naming words are called **nouns**.

Exercise. 1. Which of the following nouns are the names of persons? Which are the names of places? Which are the names of things?

- | | | | |
|----------------|------------------|------------|------------|
| 1. Chicago | 11. plate | 21. sailor | 31. pen |
| 2. corner | 12. London | 22. box | 32. fork |
| 3. Annie | 13. plumber | 23. shelf | 33. tree |
| 4. city | 14. pipe | 24. pantry | 34. car |
| 5. ship | 15. Alfonso | 25. attic | 35. table |
| 6. button | 16. king | 26. Tom | 36. hall |
| 7. dress | 17. magazine | 27. driver | 37. pupil |
| 8. store | 18. St. Nicholas | 28. floor | 38. singer |
| 9. bakery | 19. letter | 29. chair | 39. song |
| 10. Longfellow | 20. stamp | 30. rug | 40. beach |

2. Give several nouns, like *button, clock, pencil*, that name things; give several nouns, like *yard, hall, cellar*, that name places; give several nouns, like *man, woman, cook*, that name persons.

A noun is a word used as the name of something —
a person, place, or thing.

25. Advertising for a Position

Some children like to earn money Saturdays or after school on other days. That is why you sometimes see advertisements like the following in the newspapers:

SITUATION WANTED. Boy, twelve, bicycle, run errands, deliver small parcels afternoons four to six, anxious to please. Telephone Harvey Riggs, Harrison 6937.

SITUATION WANTED. Dressmaker's helper, good at buttons, buttonholes, neat, quick. Afternoons four to six. May Pryor, 75 Elm St.

Project. Plan a "Wanted" column or page to be placed on the board. Each pupil will write one of the advertisements, asking for a position for himself. Bring a newspaper to school, in order that the advertisements on the board may be arranged as they are on the newspaper page. Perhaps a committee of pupils should take charge of the work, telling each pupil where and when to write his advertisement and seeing to it that all mistakes are corrected. Before beginning, prepare yourself by the following "Study":

S
T
U
D
Y

Silently follow the directions and answer the questions below:

1. What kind of situation do you wish to find, so that you may earn money after school or Saturdays?
2. Perhaps your parents think you are busy enough in school without working after school. In that case pretend that you are looking for some kind of situ-

ation. In one school a pupil advertised for a position as chief cooky-taster in a bakery. He said he would attend strictly to business. Another wanted work as a lion tamer in a circus. This was a girl, and as proof of her courage she said that she was not afraid of mice. Still another pupil was very anxious to work in a candy factory. These advertisements made much fun.

3. What can you say to show that you are well fitted to do the kind of work for which you are asking? A bicycle will not help you in a candy factory, and a sweet tooth will be of no use in a telegraph office.

4. Why are these advertisements always very short? Only what is necessary is said, and every word that is not needed is omitted. Is this true of the advertisements you have seen? Look again.

Writing. Write your advertisement.

26. Spelling Troublesome Words

Following each of the ten words below you will find in parenthesis something to help you remember how to spell that word. It may be another word spelled in much the same way, — or several other words, — it may be a division of the word into its syllables, or it may be some other help.

- | | |
|--------------------------|-----------------------------------|
| 1. air (chair, stair) | 6. quiet (qui-et) |
| 2. fair (hair, pair) | 7. except (ex-cept, exception) |
| 3. pail (mail, nail) | 8. weather (leather) |
| 4. pain (sprain, strain) | 9. prophet (prophecy) |
| 5. rain (grain, drain) | 10. principal (admiral, cardinal) |

As you study the list of words on page 66 with the help of the words in the parentheses, let the following questions and directions guide you :

1. Do you see that *air* is *fair* without the letter *f*? Close your eyes and try to see every letter in each of these words. Now make a sentence containing these words, as well as some of the words in the parentheses following them. You might make a sentence like this :

The fresh *air* blew through her *hair* as she sat on a *chair* at the head of the *stair*.

2. Notice that *quiet* (*qui-et*) consists of two syllables. Pronounce *qui-et* several times to yourself, and then make a sentence showing the meaning of the word. Better look up the meaning in the dictionary.

3. Notice that *weather* and *leather* are spelled alike except for the first letter in each.

4. You might expect *principal* to end like the words in the parenthesis after it, because each of the three words names an important kind of person. Close your eyes and try to see how each of these three words is spelled.

5. In the same way fasten in your mind the spelling of the other words in the list.

Writing. Go to the board and write a sentence containing as many of the ten words on page 66 as you can squeeze into a sensible sentence. Then write a sentence or two containing the words you have not used.

Correction. The class will look your sentences over. Correct and interesting sentences will be praised. Mistakes will be pointed out and should be corrected.

° *Announcements (5)*

If you were able to finish the work above before the rest of the class, what could you do with your spare time? Would it not be amusing if you should write a comical advertisement or announcement for the bulletin board? Possibly, however, you have some other surprise in mind with which to entertain your classmates.

27. Advertising in the "Help Wanted" Columns

When one is looking for a position, the first thing one usually does is to look through the "Help Wanted" columns of a newspaper. Advertisements like these are printed there :

BOY WANTED. Messenger with bicycle, past sixteen years of age or having school permit. Inquire Western Union.

SCHOOLGIRL WANTED. Alert, with pleasant voice, to read to elderly lady afternoons four to six. Telephone Mrs. Lowden, Grasmere 5529.

Class Conversation. Bring a newspaper to school and read to your classmates the most interesting advertisements you can find in the "Help Wanted" columns. Talk these questions over :

1. Why are these advertisements so short? Would it be better if they could be longer?



THE BULLETIN BOARD

2. Do most of the advertisements name the pay that may be expected?
3. Do they describe the kind of work to be done? Is this important?
4. What else do they say?

S
T
U
D
Y

Working alone, answer the following questions to prepare yourself for writing a "Help Wanted" advertisement. As you do this, you are also learning to study.

1. Does your mother sometimes need to advertise for a maid, a cook, a laundress, or a woman or man for special work?
2. Perhaps you would rather pretend that you are grown up yourself and need some kind of help? Perhaps you are the owner of a factory that needs boys and girls in its work?
3. For what kind of helpers will you advertise? What kind of work have you for them to do?
4. What can you say that will make readers of your advertisement think they would like to work for you?

Writing. Write your advertisement. When you have finished it, as well as looked it over for mistakes, copy it on the board in the "Help Wanted" column there.

Correction. The class will talk the advertisements over, praising their good points and calling attention to errors, which should of course be corrected at once.

Perhaps you do not know that this "Help Wanted" column will be read with much interest by the boys and girls who are looking for positions and therefore answering advertisements in the following section.

28. Letter Writing: Answering a "Help Wanted" Advertisement

A boy who had learned from the "Help Wanted" columns that Stout & Co. wanted an office boy during the summer vacation wrote them as follows:

231 Stanley Road
New Britain, Conn.
June 12, 1930

Messrs. Stout & Co.
954 Hilltop Street
New Britain, Conn.

Dear Sirs:

I wish to apply for the position of office boy advertised by you in this morning's *Star*.

I am thirteen, not afraid of work, and have a good school record. If you will telephone my teacher, Miss Brown, Main 3434, she will be glad to answer questions about me.

Respectfully yours,
Alfred C. Conklin

Class Conversation. Talk over with your classmates these questions about Alfred's letter:

1. Is the heading of the letter, which is a business letter, written as you write the heading of a letter to a friend?

2. Have you noticed that above the greeting Alfred wrote the name and address of the company to whom the letter is to go?

3. Does the ending of the letter differ from the ending of a letter to a friend?

4. What does the first paragraph of the letter tell? What is the second paragraph about?

5. Would it have been better if Alfred had told more about himself? What else do you think he should have told?

Writing. Select one of the "Help Wanted" advertisements on the board and write a letter applying for the position. Arrange your letter exactly like Alfred's. Send it to your classmate through the class post office.

29. Using Punctuation Marks Correctly

The following unpunctuated paragraphs are really letters. They do not look like letters. Notice how hard it is to read them in this unpunctuated form. The reason for punctuation marks is that they help us in our reading. They tell where a sentence ends. They tell whether a sentence is a statement or a question. They tell other useful things.

I

546 Ford St Detroit Mich Nov 12 1930 Dear Sir Your advertisement in this morning's paper for a clever boy to work your examples for you is exactly what I've been looking for I like to help stupid people and I am so quick in arithmetic that this kind of work is fun for me I'll be glad to take the position at five cents for each example When can I begin Your capable classmate John Sharp

II

73 Mountain Ave Denver Colo Dec 10 1930 Dear Madam I am answering your advertisement for a careful girl to correct your letters for you I am just the girl you want for I can copy a letter without making a mistake Yes I can write very neatly too You will have to pay well for an expert like me I'll do the work at the rate of two cents for each mistake corrected and ten cents for each letter copied Respectfully yours Amelia Good

III

88 Pleasant Ave Pendleton Oreg Dear Sir I have read your advertisement asking for a boy who will take your spankings for you I shall be glad to take the position I have had much experience in this work All I ask for pay is that you take all my spankings for me Very truly yours Frank Smiley

IV

999 James St Richmond Va Mr George Lazy 17 Easygo Ave Richmond Va Dear Sir I hereby apply for the position you advertise in today's newspaper You want

somebody to do your work for you while you play I'll do it The only pay I ask is that I eat all your meals for you Somebody has said He that will not work shall not eat Your hungry classmate Fred Lean

Writing. Copy the first paragraph on page 73, arranging it as a letter and inserting punctuation marks wherever they are needed. Perhaps the teacher will ask you to copy it on the board.

Correction. Ask one or two classmates to help you as you look your letter through for mistakes, with the following questions in mind:

1. In the heading of the letter have you placed a comma (,) between the name of the city and the name of the state?

2. Have you followed every abbreviation in the letter with a period?

3. Have you placed a comma between the day of the month and the year?

4. Is there a colon (:) after the greeting?

5. Is the first line of the body of the letter indented?

6. Have you placed a period (.) after every sentence that is a statement?

7. Have you placed a question mark (?) after every question?

8. If there is a quotation in the letter have you used quotation marks (" ") before and after it?

9. Have you separated the quotation from the rest of the sentence by means of a comma or other mark?

10. Have you used the apostrophe (') in words that are contractions, like *don't* or *I'll*?

11. Have you used the apostrophe in words that show possession, like *John's* or *boy's*?

12. Have you placed a comma after *yes* and *no* in sentences like the following?

Yes, we are glad to be here.

Writing. If you have copied the first letter correctly, you have shown that you need no more practice at this time in the use of punctuation marks. In that case you may write something that will help to make "The Sign Board" (see below) interesting. If, however, your first letter did show mistakes, copy the second and, if necessary, the third and even the fourth. Continue to copy until you can copy and punctuate the letters correctly.

°*The Sign Board* (6)

This is another name for the surprise box or the bulletin board on which you worked at the beginning of the year. Perhaps you have invented a still better name for it. Have you any suggestions for improving the sign board? Can the items that are sent in be arranged better on the chart, or board? Can something new be planned in the way of contributions? Why not write your ideas on this subject and send them to the sign-board committee?

30. Singular and Plural

Notice the two lists of nouns below, side by side. In the list at the left are twenty-five nouns each of which means *one* person, place, or thing. Such nouns are

called **singular nouns**. In the list at the right are twenty-five nouns each of which means *two or more* persons, places, or things. These are called **plural nouns**.

SINGULAR NOUNS
(that is, meaning *one*)

1. hat
2. shoe
3. house
4. box
5. dress
6. patch
7. potato
8. cargo
9. piano
10. key
11. donkey
12. baby
13. lady
14. story
15. roof
16. wife
17. leaf
18. man
19. woman
20. child
21. foot
22. tooth
23. mouse
24. goose
25. sheep

PLURAL NOUNS
(that is, meaning *two or more*)

1. hats
2. shoes
3. houses
4. boxes
5. dresses
6. patches
7. potatoes
8. cargoes
9. pianos
10. keys
11. donkeys
12. babies
13. ladies
14. stories
15. roofs
16. wives
17. leaves
18. men
19. women
20. children
21. feet
22. teeth
23. mice
24. geese
25. sheep

Writing. 1. Write the plural nouns for the list at the left. While you are doing this, keep the list at the right covered. Look up in the dictionary the plural nouns that you do not know. Do not refer to the list at the right until your own list is finished.

2. In the same way write the singular noun for each plural noun in the list at the right.

31. Correct Usage: *lie* and *lay*

Nobody ever makes a mistake in using the word *lay*, which means *place* or *put*. Everybody says the following correctly :

Please *lay* the book on the table.

He was *laying* the rug on the floor.

The men *laid* the carpet carefully.

I *have laid* my books on the chair.

The trouble is made by the word *lie*, meaning *rest*, *remain*, *be in a place*. Notice the correct and incorrect uses below :

If you are tired, *lie* on this
lounge.

(NOT *lay* on this lounge)

The dog was *lying* before the
warm fire.

(NOT *laying* before the
warm fire)

The fallen tree *lay* on the
ground.

(NOT *laid* on the ground)

There it *has lain* for years.

(NOT *has laid* for years)

There it *lies* today.

(NOT *lays* today)

Exercise. 1. Read the following sentences aloud. As you do so, use in place of each of the words printed in italics one of the words *lie, lying, lay, lain*.

1. The bundle *rests* on the floor.
2. The fallen tree is *resting* on the lawn.
3. The wounded soldier *rested* on the floor of the truck.
4. They had found him *resting* on the wet ground.
5. What is that *resting* on the park bench?
6. He *remained* on the bench all evening.
7. The book has *remained* there a week unopened.
8. That old hat has *been* on that shelf a year.
9. It was *resting* there peacefully two years ago.
10. It *is* in that place now.
11. He *remained* on the ground motionless a full minute.
12. The hose *remains* where we dropped it yesterday.
13. Somebody has *rested* on my bed.
14. *Rest* in this hammock where you *rested* the other day.
15. She is *resting* where she *rested* yesterday.

2. Now read the sentences above faster, using *lie, lying, lay, and laid* where they belong.

Test. Write on a sheet of paper the numbers 1 to 26. Opposite each number write the correct word from the parenthesis of the same number in the drill sentences beginning on page 79. Write rapidly, as the time for this test is limited to a few minutes. When you have finished, mark a cross opposite each incorrect word as the teacher or a pupil reads the correct ones. What

does this test show you? Do you need the drill below? If not, write an "Item of Interest" (see page 80) for the entertainment of the class.

Drill in Correct Usage. 1. As you read the following sentences aloud, choose the correct word or words from each parenthesis :

1. Please do not (lie ¹ lay) on the damp ground.
2. (Lay ² Lie) this blanket down first.
3. John is (lying ³ laying) it down for you.
4. Here (lies ⁴ lays) the board that (laid ⁵ lay) here yesterday.
5. Who (laid ⁶ lay) it here? There it (lays ⁷ lies).
6. The men were (lying ⁸ laying) the new carpet.
7. An old carpet was (lying ⁹ laying) there last week.
8. My father (laid ¹⁰ lay) it long ago. There it (laid ¹¹ lay) many years.
9. What is that (laying ¹² lying) on the grass?
10. There it (lies ¹³ lays). There it (laid ¹⁴ lay) an hour ago.
11. Where was it (lying ¹⁵ laying) yesterday?
12. It is (lying ¹⁶ laying) where I (lay ¹⁷ laid) it yesterday.
13. If you are tired, (lay ¹⁸ lie) down.
14. If you are tired, (lie ¹⁹ lay) your bundle down.
15. He was tired and (laid ²⁰ lay) down.

16. He was tired and (laid ²¹ lay) his bundle down.
17. When we have been tired we have (laid ²² lain) down.
18. When tired, we have (laid ²³ lain) our bundles down.
19. (Lay ²⁴ Lie) here where I have (laid ²⁵ lain) this rug.
20. You were (lying ²⁶ laying) on this rug the other day.

2. Read the twenty drill sentences again, faster, but still correctly and distinctly. Do it several times, until you can do it very rapidly.

° *Items of Interest* (7)

Little happenings of interest occur each day in the life of every boy and girl. Use your spare time by writing about one of those little happenings and sending your story to the committee that has charge of the bulletin board, now called "Items of Interest." Does the following list of happenings remind you of some experience of your own about which to write?

1. The Cat that Returned
2. A Canary that Would Not Sing
3. An Unexpected Visitor
4. Grandfather Learns to Drive a Car
5. The Lost Library Book
6. I Break My Friend's Pocketknife
7. My First Experience with a Sewing-Machine

32. Expressing Ownership or Possession

A book belongs to John. We call it John's book. We place 's after the word *John* and in this way make the word *John* show ownership or possession. The little mark (') before the s in 's is called an apostrophe.

Notice how each of the nouns in the list below is changed to show ownership or possession by our adding apostrophe and s to it.

1. John	John's	9. men	men's
2. Mary	Mary's	10. women	women's
3. boy	boy's	11. child	child's
4. girl	girl's	12. children	children's
5. man	man's	13. Thomas	Thomas's
6. woman	woman's	14. boss	boss's
7. lion	lion's	15. Jones	Jones's
8. tiger	tiger's	16. donkey	donkey's

Writing. 1. Write a sentence containing at least one of the nouns above that end in apostrophe and s ('s). Several pupils may write on the board. You might write a sentence like one of these:

The boy's cap lay on the chair.

Thomas's cap was on his brother's head.

The old man's son talked with Mary's friend.

Men's and women's shoes are for sale here.

2. Write three sentences each containing at least two nouns that express possession. These nouns may be taken from the list above.

Plural Nouns Ending in s

Some nouns, like those above, add 's to show possession, but there are others that add only apostrophe. This is true of the nouns in the following list :

- | | | | |
|-----------|---------|-------------|-----------|
| 1. horses | horses' | 6. monkeys | monkeys' |
| 2. dogs | dogs' | 7. snakes | snakes' |
| 3. boys | boys' | 8. birds | birds' |
| 4. girls | girls' | 9. chickens | chickens' |
| 5. riders | riders' | 10. dancers | dancers' |

Two things are true of each of these nouns : (1) each one is plural, and (2) each one ends in s.

Do you understand this rule?

To express ownership or possession all nouns add apostrophe and s ('s) except those that are plural and end in s. Those add an apostrophe only.

Exercise. What is the difference in meaning between the two sentences in each of the following pairs?

1. The horse's hoofs were heard.
The horses' hoofs were heard.
2. I saw the turtle's eggs.
I saw the turtles' eggs.
3. The weasel's sharp eyes saw the birds' eggs.
The weasels' sharp eyes saw the bird's eggs.
4. On the ground lay the riders' belongings.
On the ground lay the rider's belongings.

5. The boy's marks were higher than the girl's marks.
The boys' marks were higher than the girls' marks.
6. The dog's bark is worse than his bite.
The dogs' bark is worse than their bite.
7. This is the rabbit's coop.
This is the rabbits' coop.
8. We watched the dancers' graceful movements.
We watched the dancer's graceful movements.
9. The lady's gloves lay on the chair.
The ladies' gloves lay on the chair.
10. The woman's shoes were muddy.
The women's shoes were muddy.

Writing. Write a sentence containing a plural noun not ending in *s* that expresses possession; another sentence containing a singular noun expressing possession; still another containing a plural noun ending in *s* that expresses possession.

Correction. With the help of a classmate, correct your sentences if any mistakes are found in them.

Exercise. Fill each blank in the following sentences with the word in parenthesis changed to show possession :

- | | |
|-------------------|---------------------------------------|
| <i>(dancer)</i> | 1. The ---- shoes were pretty. |
| <i>(cows)</i> | 2. The ---- milk was rich. |
| <i>(men)</i> | 3. We saw some ---- overcoats. |
| <i>(ladies)</i> | 4. On the table lay the ---- bundles. |
| <i>(lady)</i> | 5. Is that a ---- handkerchief? |
| <i>(soldiers)</i> | 6. The ---- letters came at last. |
| <i>(sailor)</i> | 7. What is so jolly as a ---- life? |

33. Writing Letters of Recommendation

Business men sometimes receive letters like this one :

THOMAS J. DEARBORN

ATTORNEY AT LAW

79 Bellevue Street, Clinton, Missouri

January 3, 1930

The Johnson Box Co.
44 Railroad Street
Clinton, Missouri

Dear Mr. Johnson:

Fred Knott, who worked in my office last summer, asks me to write this letter recommending him. He says he has applied to you for a situation for Saturdays. I am glad to say that he did very well for me. I found him capable, quick, neat, punctual, and reliable.

Very truly yours,
Thomas J. Dearborn

Class Conversation. What are some of the good points of this letter of recommendation? Of course the letter is correct. Heading, greeting, and the other parts are written as they should be in a business letter. Does the letter tell the right things about Fred? Is there anything that might have been added? Talk these things over with your classmates.

Writing. In order to make sure that you know the correct form of a business letter, copy the one above. Print the business heading. Remember to leave wide margins and to write the date, the greeting, and the ending as shown on page 84.

Correction. With a classmate or two examine your letter for mistakes. Correct these. The neatest copies may be placed on a chart for visitors to see.

Recommending Your Classmates

Project. In the spirit of fun you might pretend that one of your classmates is the owner of a circus and is looking for a juggler. Write him a letter recommending some pupil for the position. Other pupils will write other letters of recommendation. You can see what surprises there will be when the best of these letters are read aloud. Of course they must be good-natured letters, hurting no one's feelings.

Perhaps the following list of positions will help you decide which one to write about in your letter :

- | | |
|-----------------------|-----------------------|
| 1. Messenger boy | 10. Peanut boy |
| 2. Clown | 11. Fortune teller |
| 3. Stenographer | 12. Berry picker |
| 4. Manager | 13. Candy clerk |
| 5. Wild man of Borneo | 14. Dishwasher |
| 6. Waffle man | 15. Actress |
| 7. Aviator | 16. General |
| 8. Horseback rider | 17. Dancer |
| 9. Cook | 18. Trapeze performer |

34. Making Your Meaning Clear

Notice how clear the following explanation is. There are several reasons for this.

First, the writer keeps in mind what he is aiming to do. He keeps his eye on his purpose. He begins by stating that purpose, and he says nothing except what will help carry it out.

Second, the writer has a plan. He does not try to explain everything at once. Instead, he explains one thing at a time, one thing after another, according to his plan.

Third, he makes it easy for the reader to follow him when he passes from one part of his explanation to another, for he uses such guide words as *first*, *next*, *now*, *so*, *therefore*, *after that*, *last of all*.

He finishes by telling again the main points of his explanation.

HOW THE VOICE TRAVELS ON A WIRE

When you lift the telephone receiver to your ear, you hear the voice of your friend at the other end. He may be hundreds of miles away, and yet you hear and recognize his voice. How can this be? What happens in the telephone?

First of all, in the mouthpiece into which your friend speaks there is a very small plate or disk of metal. As he speaks, this disk quivers. It has a different quiver for every sound. It has many

thousands of different quivers caused by the thousands of different sounds that there are.

In the second place, in the receiver that you lift to your ear there is also a small disk of metal. This second disk also quivers in thousands of different ways. Every time it quivers it makes a sound. That is the sound you hear.

Now what connects these two disks? How is it that when the first disk quivers the second disk quivers also? This question brings us to the copper wire which runs from disk 1 to disk 2. Every time your friend speaks and disk 1 quivers, a small wave of electricity is sent along that copper wire. It is this wave or impulse of electricity that makes disk 2 quiver. When disk 2 quivers it makes sounds like those that made disk 1 quiver.

So it is that the voice travels from the mouth-piece of your friend's telephone to the receiver you hold to your ear. Each sound of his voice is translated, first into quivers of disk 1, then into electric waves along the copper wire, next into quivers of disk 2, and finally into the sounds you hear.

S
T
U
D
Y

You cannot explain what you do not know. You cannot explain clearly what you do know unless you follow some such method as the one shown in the explanation above. Silently study that explanation with the help of these questions:

1. What is the purpose of the first paragraph in the selection above?

2. The explanation itself is given in how many paragraphs?

3. What does the last paragraph of the selection do?

4. The second paragraph is all about one thing. What is that?

5. The third paragraph is all about another thing — what?

6. Do you see how the fourth paragraph uses what was learned in paragraphs 2 and 3 and adds something to that? What is it that is added?

7. Can you close your book and recall how each of the five paragraphs helps in the explanation?

Speaking. Explain how sound travels on a wire.

P
R
A
C
T
I
C
E

You are speaking for practice. Your classmates know how sound travels on a wire. They are listening to you not to learn that but to see whether you can give the correct explanation. They are listening in order to tell you how you might make your explanation clearer. When you have thought their suggestions over, speak again, perhaps several times, and try to make the improvements, one at a time, that they have kindly suggested.

35. Pronouncing Correctly

Th has two sounds: one as in *thin, think, thing, thank, thought, thump, throw, thimble*; the other, a slightly different sound, as in *then, than, this, that, there, the, them, thus*.

Under *A* below are listed words in which the *th* is pronounced as in *thin*. Under *B* are given words with the other *th* sound, as in *then*.

<i>A</i>		<i>B</i>	
<i>th</i> as in <i>thin</i> , <i>thump</i>		<i>th</i> as in <i>then</i> , <i>than</i> , <i>smooth</i>	
thief	thing	this	leather
third	thorn	that	smooth
thick	thought	there	laths
three	nothing	these	baths
through	thrifty	those	paths
thread	anything	the	mouths
thousand	something	they	breathe
thunder	bath	them	then
thirsty	tooth	with	thou
thank	teeth	within	thy
throw	cloth	without	thine
thimble	both	weather	therefore

Pronouncing. 1. Speaking distinctly, pronounce the words under *A* several times.

2. Pronounce the words under *B*.

If you have trouble pronouncing these words, try to say them with the tip of the tongue extended between the upper and lower teeth. This position of the tongue often makes it easier to say these *th* sounds.

If the words above give you no difficulty, you may use your time writing something for the class magazine.

°*The Class Magazine* (8)

As a rule, there is nothing much better to write about than some little personal experience. By choos-

ing a narrow subject, by beginning with a promising sentence, by sticking to your subject, and by ending with a sentence that gives a pleasant finishing touch, you can make an interesting story of any little happening.

36. Adjectives

One word in each of the following groups is a noun; that is, a word used to name a person, place, or thing:

- | | |
|--------------------|----------------------|
| 1. friendly dogs | 8. some boys |
| 2. unfriendly dogs | 9. those boys |
| 3. brave dogs | 10. those big boys |
| 4. strong dogs | 11. this white cloth |
| 5. clever dogs | 12. that table |
| 6. wise man | 13. several soldiers |
| 7. fat boy | 14. four soldiers |

Exercise. In each of the groups above, which word is the noun and which word describes or points out the noun?

Words are often added to nouns to point them out or describe them. So in group 1 above, *friendly* describes the noun *dogs*; in group 4, *strong* describes the noun *dogs*; and in group 11, *this* and *white* describe and point out the noun *cloth*.

Such words that point out or describe nouns are called **adjectives**.

As you have seen, some adjectives describe by pointing out, as, *that* dog, *this* cat, *those* boys, *these* girls.

Some adjectives are very weak as describing words.

Notice the adjectives — each one printed in italics — that are added to the nouns in the following groups :

- | | | |
|------------------------|----------------------|-----------------------|
| 1. <i>some</i> child | 5. <i>much</i> sugar | 9. <i>both</i> kites |
| 2. <i>any</i> child | 6. <i>a</i> house | 10. <i>each</i> skate |
| 3. <i>every</i> child | 7. <i>the</i> house | 11. <i>most</i> books |
| 4. <i>many</i> animals | 8. <i>an</i> animal | 12. <i>few</i> cars |

Exercise. In each of the following sentences (1) find a noun, and (2) name some of the adjectives that are used with it to point it out or describe it :

1. Some mischievous child must have been here.
2. Much brown sugar was eaten.
3. An old house stood there.
4. The friendly farmer smiled at us.
5. A big red apple fell down.
6. Few new cars passed.
7. Both kites flew well.
8. Each happy pupil told what he had seen.
9. This old book is very interesting.
10. Those wooden fences are tumbling down.
11. These expensive buildings are not yet finished.
12. Beautiful music was heard.

An adjective does not always precede the noun which it describes. Notice the adjectives in italics in the following sentences :

The *black* horse stood before us.

The horse, *black*, *strong*, and *young*, stood before us.

The horse is *young* and *strong*.

The horse is *black*.

The *smooth green* lawn was being mowed.
The lawn was *smooth* and *green*.

An adjective is a word used with a noun to point it out or describe it.

37. Avoiding the Use of Worn-Out Adjectives

Although there are thousands of adjectives in the language, some pupils, and some older people, too, are satisfied with using only a few of them. They say a *good* dinner, a *good* pencil, a *good* rope, a *good* bicycle, a *good* needle, and *great* weather, a *great* game, a *great* athlete, a *great* automobile, as well as *some* book, *some* hat, *some* ball, *some* dress, and the like. It is no wonder that these adjectives, *good*, *great*, *some*, and a number of others — *fine*, *nice*, *wonderful*, *beautiful*, and *awful* — have become worn-out from overuse.

Exercise. The following sentences contain worn-out adjectives. Improve these sentences by giving a fresh, clear-cut, and telling adjective for each one printed in italics.

1. After a *good* dinner I sat down to read a *good* book.
2. The *great* athlete played a *great* game.
3. She wore a *nice* dress and a *wonderful* hat.
4. It was *some* game, and there was *some* crowd.
5. It was a *wonderful* day, and we had a *wonderful* time.

6. These are *wonderful* shoes for this *awful* weather.
7. He is an *awful* tease but a *wonderful* player.
8. He's a *wonderful* fellow, and I had a *great* talk with him.
9. Everything was *beautiful* and *wonderful*.
10. She is a *nice* singer with a very *nice* voice.
11. We had a *nice* lunch and a *nice* time after that.
12. They have a *nice* house and are very *nice* people.
13. It was a *great* privilege to see that *great* man.
14. He has had a *great* career and made a *great* name.
15. This is *great* weather. It makes one feel *great*.
16. He is *some* rider, and that is *some* horse to ride.
17. A mile a minute is *some* record.
18. This is *some* city. Those are *some* high buildings.
19. I feel *fine*. Who wouldn't feel *fine* on a *fine* day?
20. They played a *fine* game, and they had a *fine* crowd.

Drill. As you read the sentences above several times, use better adjectives in place of those in italics. Try to read without pausing to think of suitable adjectives. Have these on the tip of your tongue. Perhaps the teacher will time you as you read, but of course only correct and distinct reading counts. No one cares to know how fast you can read while running your words together and making mistakes.

38. Describing a Person

In the following paragraph Robinson Crusoe, in his old-fashioned English, gives a description of the young man whom you remember he saved from the cannibals:

ROBINSON'S MAN FRIDAY

He was a comely handsome fellow, perfectly well made, with straight, strong limbs, not too large; tall and well-shaped, and, I reckon, about twenty-five years of age. He had a very good countenance, not a fierce and surly aspect, but seemed to have something very manly in his face, and yet he had all the sweetness and softness of a European in his countenance too, especially when he smiled. His hair was long and black, not curled like wool; his forehead very high and large, and a bright vivacity and sparkling sharpness in his eyes. The color of his skin was not quite black, but very tawny; and yet not of an ugly yellow nauseous tawny, as the Brazilians and other natives of America are, but of a bright kind of dun olive color, that had in it something very agreeable, though not very easy to describe. His face was round and plump, his nose small, a very good mouth, thin lips, and his fine teeth well set and white as ivory. — DANIEL DEFOE, "Robinson Crusoe"

STUDY

Silently read and answer the following questions, as you study how to describe a person:

1. What did Robinson probably notice first when he looked Friday over — that he had thin lips and fine teeth or that he was a handsome fellow?
2. What does Robinson tell about first? What does he tell last? Is it true that he tells first what he noticed first?

3. Can you think of anything important in Friday's appearance that is not mentioned by Robinson but that you would like to know about?

4. Do you get a clear picture of Friday? Did he look like an Indian?

5. If you were describing yourself, what would you say first?

6. What are some of the other things you would tell about your looks?

Writing. Suppose that you were Friday. Then Robinson would have written a very different description. Write that description. Take up one point after another as Robinson tells them, but change each one to fit yourself. Some of the things Robinson speaks of may be omitted altogether. Make the description no longer than necessary to give a clear picture of yourself.

A Guessing Game

The teacher will read each description without giving the name of the writer. The class will try to guess who he or she is. When a writer has been guessed, the class will say whether the description was particularly clear. Well-chosen adjectives help to give a clear picture.

Project. After the game has shown you how you might have written a better description of yourself, write another. This one will be for the class picture book. It must not only give a clear picture of you, but it must also be neatly and correctly written. A committee of pupils should take charge of making the

picture book and the cover. Do the following titles suggest a better one for the cover of the book?

Class Picture Book

A Collection of Old Photographs

A Book of Portraits

Our Own Portrait Gallery

What We Think of Our Looks

39. Spelling Troublesome Words

Notice after each numbered word below, another word or two in parenthesis. These are given to help you fix in your mind the meaning or the spelling (or both) of each numbered word.

- | | |
|--------------------------|---------------------------|
| 1. heir (their) | 6. quite (kite, write) |
| 2. fare ("fare, please") | 7. accept (acceptance) |
| 3. pale (as a ghost) | 8. whether (to go or not) |
| 4. pane (windowpane) | 9. profit (profitable) |
| 5. reign (of the king) | 10. principle (a rule) |

S
T
U
D
Y

Let the following questions guide you in your study of the troublesome words above. Silently read and answer each question and follow the directions.

1. Look in the dictionary for the meaning and the pronunciation of *heir*. Notice that it is spelled just like *their* without the *t*. Can you see the word when you close your eyes?

2. In the same way study each of the other words.

3. Can you make a sentence containing three or more of those ten numbered words?

4. Make other sentences — as few as possible — using the remaining words in the list.

Writing. In three or more sentences use the ten words you have been studying. Each word should be used in a way that brings out its meaning. Of course it should be spelled correctly. Several pupils may write their sentences on the board.

Correction. After the sentences on the board have been corrected by the class, ask a classmate to help you find and correct any mistakes in the sentences you have written on paper.

40. The Principal Word of the Predicate of a Sentence

Exercise 1. Using the first of the numbered groups of words below as the subject of a sentence, add a predicate (1) of one or two words, and (2) of half a dozen or more words.

2. In the same way add predicates to each of the other groups.

1. Robinson Crusoe
2. The young Indian
3. The lost aviator

4. Her story
5. The boy's speech
6. Her clear voice

The predicate of a sentence may be long or short; but no matter how long it is, there is always one word in it that is the principal word.

The principal word has been left out of the predicate of the following sentence :

The old man ---- about the story.

Now the sentence no longer means anything. It does not tell a complete thought. It is no longer a sentence. But it becomes a sentence and makes sense when we add an important word :

The old man *inquired* about the story.

The old man *laughed* about the story.

The old man *thought* about the story.

The old man *told* about the story.

The old man *worried* about the story.

The word we added is the principal word of the predicate. As you see in these sentences, the principal word of the predicate tells what the subject of the sentence does (or did) — he *inquired*, he *laughed*, he *thought*, he *told*, he *worried*.

Exercise. Name the subject of each of the following sentences. Name the predicate; then name the principal word of the predicate. In some of the sentences this is in italics. Point it out in every sentence.

1. The old man *laughed* over the amusing picture.
2. The old man walked with his friend in the woods.
3. The old man sang to himself by the window.
4. The old man shot twice at the suspicious object.
5. The old man agreed with his son.
6. Several brown birds *sang* in the garden.

7. Several brown birds sang in the garden every morning.

8. The schoolgirl *danced* happily about in the room.

9. The schoolgirl hummed to herself in the room.

10. The schoolgirl studied by herself in the quiet room.

11. The circus *entered* the town in the early morning.

12. A wall surrounded the town.

13. The girls sketched several buildings in the town.

14. An airplane *buzzed* far up in the sky.

15. An airplane burned far up in the sky.

16. The whistle blew long and noisily.

17. The whistle stopped suddenly after a minute or two.

18. The animal fought fiercely.

19. The animal escaped in the brush quite easily.

20. The animal waited quietly among the bushes.

41. Verbs

In the sentences you have just been studying did you notice that the principal word of the predicate is always a word like *waited*, *fought*, *blew*, *buzzed*, *danced*? This kind of word is called a **verb**.

Verbs like *danced*, *shouted*, *buzzed*, and *fought* express much action. All verbs do not express so much. Some, indeed, express very little action. Notice those in the following sentences:

1. They *live* by the river.

2. The girl *has* a new dress.

3. The flower *smells* sweet.

4. The farmer *appeared* old.

5. The weather *continued* pleasant.
6. The stranger *looked* friendly.
7. The water *seems* warm.
8. This man *is* my father.
9. My father *was* in town yesterday.
10. I *am* here.
11. Those children *have* balloons.
12. The stranger *looks* suspicious.
13. Five airplanes *were* in the field.
14. One airplane *is* there now.
15. The pilot *was* here yesterday.

Exercise. 1. Name the subject and the predicate of each of the sentences above. The verb is in italics.

2. Point out the verb in each of the following sentences. Tell whether it expresses much action or very little.

1. The swimmer leaped into the water.
2. The captain stood on the deck.
3. The women screamed.
4. One of the women is here.
5. She seems perfectly well.
6. The grocer sells sugar.
7. His wife scrubbed the counter clean.
8. His children are in school.
9. One of his boys quarreled with another boy.
10. The two boys fought in the schoolyard.
11. The two boys are sorry now.
12. The principal scolded them roundly.
13. The two boys look untidy.
14. The conductor lives in that house.
15. The wind wrecked our neighbor's garage.

Sometimes a group of two or more words does the work of a single verb. That is true in some of these sentences :

1. John *lives* here.
2. John *is living* here now.
3. John *has lived* here many years.
4. John *has been living* here many years.
5. John *will be living* here another year.

We may give the name *verbs* to groups like *has lived* and *will be living*. They are also called verb phrases.

Exercise. Name the subject and the predicate of each of the following sentences. Then point out the verb.

1. The girl worked in her garden.
2. Several sailors were talking together.
3. The snow fell thick and fast.
4. The flakes are falling now.
5. The snowflakes will be falling in the morning.
6. A Spanish soldier stood at the entrance of the palace.
7. The Americans rushed forward toward the doors.
8. The American flag was flying over the fort.
9. A team of horses was running away.
10. This horse belongs to me.
11. My aunt's parrot screamed.
12. That parrot is screaming much of the time.
13. The airplane was lost in the Atlantic Ocean.
14. Two children were in it with their father and mother.
15. They landed on the wild shore of an island.

16. No one lived there.
17. A stone house had been built on it years before by an unknown person.
18. The climate was most agreeable.
19. Many strange birds flew about.
20. One day a huge airplane passed overhead too high for a signal.

A word that tells what the subject of the sentence does is called a verb.*

42. Telling the Story of a Picture

There can be no doubt about it, that huge airplane has just been wrecked. How lucky the occupants are, nevertheless. They might have been wrecked far away from any land. It looks as if they had not been hurt. That level beach saved them. But where are they? And who are they?

Class Conversation. Talk over these questions with your classmates:

1. Who are the four persons getting out of that wrecked airplane?
2. Where were they going when the accident happened?
3. Could it be that they were crossing the Atlantic in order to be the first family to make that long and dangerous flight?

* Provisional definition. See Teachers' Manual.



4. What kind of trees are those just back of the shore?
5. Does it seem likely that anybody will ever be able to find them in this out-of-the-way place?

S
T
U
D
Y

As you study the picture and prepare yourself to tell a story about it, silently read and answer the following questions:

1. Where will you begin your story — with the wreck of the airplane or with the planning of the trip long before that?
2. What names will you give the boy and the girl? They are just about your own age, are they not?
3. What are some of the things that might happen after these four people have got out of the airplane and looked around awhile?
4. Is it possible that they will spend the rest of their days on that island, if it is an island?
5. How are they more fortunate than Robinson Crusoe?
6. In what way can you think of their being rescued?
7. With what promising sentence will you begin your story?

A Continued Story

Speaking. 1. The whole class is to tell this story, one pupil after another telling a part and each beginning where the other left off. The order of the speakers may be decided by drawing numbers. Perhaps each story-teller should be allowed a certain

number of minutes. If the story begins with the planning of the trip and continues through many adventures on the island to the time when the two children and their parents are rescued, if they are ever rescued, there will be so much to tell that every pupil in the class will have a part in the telling, and it may take more than one day.

2. The story may be told several times, with the speakers in different order. The happenings in the story need not be the same each time.

After the second or third time, perhaps you will wish to invite the pupils of another room in to hear you.

Inventing a Title

Class Conversation. Suitable titles may now be suggested for both picture and story. Perhaps one title will fit both. The class will talk these over. The best ones may be written on the board. Which words in them should begin with capital letters? Can you invent better titles than the following?

The American Family Robinson

An American Family Playing Robinson Crusoe

Plane Wrecked on a Golden Island

43. Correct Usage: Verbs

Perhaps you did not know that you were studying verbs when you were learning the correct use of *saw* and *seen*, *did* and *done*, and others like them. These

will now be studied again, together with one pair of verbs that has not yet been taken up, *tore* and *torn*.

Notice the correct use of *tore* and *torn* as shown in these sentences :

1. She *tore* her handkerchief. (NOT She *torn*)
2. Her handkerchief *is torn*. (NOT handkerchief *is tore*)
3. She *has torn* it before. (NOT She *has tore*)
4. I *have not torn* mine. (NOT I *have not tore*)
5. When *was* it *torn*? (NOT When *was* it *tore*?)

The verb *tore*, you see, should not be used with helping words, such as *is*, *was*, *has*, *have*, *had*. These helping words are used with *torn*, which needs help, as shown in these groups :

- | | |
|------------------|-------------------|
| 1. is torn | 6. have torn |
| 2. was torn | 7. had torn |
| 3. has been torn | 8. has torn |
| 4. is not torn | 9. has not torn |
| 5. was not torn | 10. have not torn |

Exercise. 1. To accustom your ears and tongue to the correct verb forms, repeat the ten groups of words above several times as rapidly as you can without speaking indistinctly. Read the list until you can almost say it from memory.

2. Give sentences containing the ten groups above.

Test. Write rapidly on a sheet of paper the correct word from each numbered parenthesis in the sentences on pages 107 and 108. First of all, write the numbers 1 to 35 on your paper.

1. I (saw¹ seen) that my coat was (tore² torn).
2. Who has (tore³ torn) my coat? Who (did⁴ done) it?
3. I have never (tore⁵ torn) my coat before.
4. It was (lying⁶ laying) on the grass.
5. Somebody (come⁷ came) and (tore⁸ torn) it.
6. Perhaps Fido (came⁹ come) and (torn¹⁰ tore) it.
7. It was not (torn¹¹ tore) before he (come¹² came).
8. Where has Fido (went¹³ gone)? Have you (saw¹⁴ seen) him?
9. He has (ate¹⁵ eaten) the sleeve of my coat.
10. Then he (ran¹⁶ run) away and (drank¹⁷ drunk) water.
11. I shall (teach¹⁸ learn) him a lesson.
12. Where (was¹⁹ were) you when you (saw²⁰ seen) him?
13. (May²¹ Can) I go with you? (Can²² May) you read Spanish?
14. He (don't²³ doesn't) know Spanish. We shall have to (learn²⁴ teach) him.
15. Have you ever (spoke²⁵ spoken) or (written²⁶ wrote) that language?
16. The water was (frozen²⁷ froze) and the pitcher was (broke²⁸ broken).
17. (Sit²⁹ Set) here while I (learn³⁰ teach) you.

18. Someone has (threw³¹ thrown) a stone at our window.
19. When I (came³² come) to school the last bell had (rung³³ rang) and the first song had been (sang³⁴ sung).
20. Have you ever (sang³⁵ sung) that song?

If your score in this test is perfect, skip the following drill and give your spare time to "Class News and Views." If you made mistakes in the test, you need the following drill.

Drill in Correct Usage. Read the drill sentences on pages 107 and 108, choosing the correct words as you read and increasing your speed with each reading until you have an excellent record.

° *Class News and Views (9)*

Could the most interesting items on each weekly bulletin board be saved in a book on the pages of which they would be pasted? Who would be on the committee to make the selections? Could you give an entire number of the bulletin board to comical items under the heading "Lost"? What do you think of giving this number one of the following names?

The Class Exchange

Have You Heard?

Listen

44. Letter Writing

You, your brother or sister, and your parents have now been on that lonely island, like four Robinson Crusoes, several years, and no one has appeared to rescue you. Although your father has repaired the airplane, you cannot fly to America or Europe because you have no gasoline. What to do? One day you have a clever idea. You decide to write a letter, to seal it in a bottle, and to throw this into the sea in the hope that it may be carried by the waves to where someone will see it and fish it out.

S
T
U
D
Y

Prepare yourself to write that letter by silently reading and answering the following questions:

1. What heading will you write for your letter?
2. To whom will you address the letter? What greeting will you use?
3. What is the most important thing for you to say in that letter?
4. With what promising sentence will you begin?
5. Can you think of a suitable ending?
6. How will you sign the letter?

Writing. Write your letter. You do not know who will find and read it. Whoever he is, you do not want him to think that you cannot write a neat and correct letter. Possibly, when your surprising letter is found, if it is ever found, it will be printed in all the newspapers of the world. Think of that! If there is

anything that you do not remember about the writing of a letter and its different parts, look it up in this book before you go on.

Correction. With a classmate, read your letter, as well as his, for mistakes and correct these.

Finding the Letter in the Floating Bottle

Instead of sealing your letter in a bottle and throwing this into the ocean, drop your letter into a basket on the teacher's desk. When all the letters are in the basket, each pupil may draw one out as if he were fishing it out of the water. How surprised you will be to learn what has happened to your long-lost classmate! If you have received an entertaining letter, read it aloud to the class.

Writing. Lose no time in writing to your friend in distress. Tell him how you mean to rescue him. But how is your reply ever to reach him? By the same route that brought his letter to you, the sealed-bottle route. The best of these letters should be read aloud or made a part of your weekly or monthly bulletin board.

45. Reading a Poem Aloud

Read this poem to yourself several times, enjoying more and more the picture it gives you. Then, with one or more classmates, practice reading it aloud until you can do so both clearly and pleasantly. Last of all, read it to the entire class for their enjoyment.



THE FLOATING BOTTLE



DAISIES *

Over the shoulders and slopes of the dune
I saw the white daisies go down to the sea,
A host in the sunshine, an army in June,
The people God sent us to set our heart free.

The bobolinks rallied them up from the dell,
The orioles whistled them out of the wood ;
And all of their saying was, "Earth, it is well!"
And all of their dancing was, "Life, thou art good!"

BLISS CARMAN

46. Explaining Things

Probably there is something that you can make or do very well, perhaps a little better than most boys and girls. How do you do it? What is the secret of your success? The class would surely like to know this, if you are willing to tell. Are you skillful at doing or making one of the following things?

1. Folding paper so as to make odd things such as caps, ships, boxes
2. Handkerchief tricks
3. Building and setting a rabbit trap
4. A skating trick
5. Saving a drowning person
6. Bicycle tricks
7. Sleight-of-hand tricks
8. Mixing and baking soda biscuits that everyone will praise

* Reprint made by permission of Small, Maynard & Company, Publishers.

9. Making some kind of homemade candy that is especially delicious
10. Catching fish
11. Training a dog to do tricks
12. Building a radio set
13. Making a kite that will fly
14. Repairing a tire puncture
15. Handling a car that is beginning to skid
16. Winning honors among the Boy Scouts
17. Winning honors among the Camp-Fire Girls
18. Making paper dolls
19. Making a pair of skis
20. Making pancakes that everybody will praise

Speaking. When you have planned your explanation and know just what to say first, what next, what after that, and so on to the end, give it. Begin with a promising sentence that will catch the attention of your hearers and will make them wonder what you are going to say next.

47. Adverbs

Notice how the following five sentences differ :

1. I am going.
2. I am going there.
3. I am going now.
4. I am going there now.
5. I am going there quickly.

In all but the first sentence the verb *am going* has one or more words added to it. These words, *there*,

now, and *'quickly*, tell where, when, and how I am going. They add to the meaning of the verb *am going*. It is easy to see why words of this kind have been called *ad-verbs* — **adverbs**.

The words in this list are adverbs :

here	then	loud	down
there	soon	distinctly	forward
everywhere	always	pleasantly	backward
again	far	cheaply	much
often	near	honestly	more
seldom	softly	today	enough
quietly	lazily	not	quickly

Exercise. 1. Which of the adverbs above tell *where*? Which tell *when*? Which tell *how*? Which tell *how much*?

2. Remembering that a word used with a verb to add to its meaning is an adverb, point out as many adverbs as you can in the following sentences and tell about each one (1) with which verb it is used and (2) which of these four questions it answers :

Where?

When?

How?

How much?

1. They hunted everywhere for the child.
2. He had walked quietly away.
3. They returned soon and looked again.
4. I seldom go there.
5. He spoke loud, distinctly, and pleasantly.

6. The wind blows softly here.
 7. The wind blew moderately.
 8. The wind sometimes blows fiercely.
 9. They danced much.
 10. They will dance more soon.
 11. The train has not traveled far.
 12. They have talked enough.
 13. He always mispronounces the word *athletics*.
 14. The child fell down.
 15. They often flew quietly by my window.
 16. He spoke again pleasantly.
 17. She spoke slowly, clearly, politely.
 18. Then he answered calmly.
 19. Now a young lady knocked at the door.
 20. She stood there and bowed politely.
 21. Do not go there.
 22. You bought too much cloth.
3. Give several sentences of your own, containing some of the adverbs used above.

Words (like *then, now, here, quickly*) that are used to add something to the meaning of verbs are called adverbs.

48. Retelling an Explanation for Practice

For practice in speaking you have been retelling mostly stories. Now we shall use the following report of certain facts:

SOME EFFECTS OF TOBACCO ON GROWING BOYS

1 Several years ago Professor Seaver, of Yale
2 University, decided to do what he could to dis-
3 cover whether the use of tobacco has any special
4 effect on growing boys. He was director of the
5 Yale gymnasium, and for nine years he weighed
6 and measured all the students who entered the
7 university. He not only measured them in weight,
8 in height, and in chest girth, but he also asked
9 the age of each, and, most important of all, he
10 asked whether they had smoked before coming to
11 college. The answer to each question was care-
12 fully written down and kept as a record.

13 At the end of the nine years, when Dr. Seaver
14 studied and compared these student records,
15 he made several important discoveries. First of
16 all he saw that, as a rule, the smokers who
17 had entered Yale during that nine-year period
18 were about fifteen months older than the non-
19 smokers. This seemed to prove that the minds
20 of the boys who smoked did not work so well
21 as the minds of those who did not smoke, which,
22 of course, explained their being older when they
23 entered college. Then, as for the size of their
24 lungs, it appeared that those of the average non-
25 smoker could hold about five cubic inches more
26 air than the lungs of the smoker. Again, the
27 average height of the non-smokers was about
28 one-third of an inch more than that of the
29 smokers. This was especially surprising, for, as
30 we have seen, they were younger and ought nat-
31 urally to have averaged a trifle shorter.

32 The next thing to do was to examine the men
33 who were already in the university. They were
34 divided into two groups: first, those who never
35 used tobacco; and, second, those who used it
36 for a year at least. The records now showed
37 how much the non-smokers surpassed the smok-
38 ers while both were in college. In weight the
39 non-smokers surpassed them ten per cent; in
40 height, twenty-four per cent; in girth of chest,
41 twenty-six per cent; and in lung capacity,
42 seventy-seven per cent. That is, while both
43 groups gained in weight, height, chest girth, and
44 lung capacity during the college years, the non-
45 smokers gained noticeably more, as indicated by
46 the per cents of superiority just quoted.

47 As these measurements and comparisons went
48 on, people were getting interested. Naturally,
49 non-smokers were rather elated, while smokers
50 were surprised and disgusted. Yet, after all, the
51 mind counts most in a great university. If the
52 smoker could prove that even though he lost in
53 height and size, his mind had gained so much
54 the more in keenness, of course the tables would
55 be turned, and he would have a right to exult.
56 Dr. Seaver, therefore, looked into the scholarship
57 of the two sets of men. He found that out of
58 every hundred of those who took the highest
59 rank only five were smokers; while among the
60 the rest of the students sixty out of every hun-
61 dred smoked.

LUTHER H. GULICK, The Gulick Hygiene Series

Making an Outline

Class Conversation. Discuss the following questions with your classmates:

1. What is the main thought of the first paragraph of the report of Professor Seaver's work? What different measures and answers did he write in his record? Can you express the central idea of the paragraph in a sentence?

2. Do you think the first paragraph begins with a promising opening sentence? Does it give a clear idea of what the paragraph is about?

3. What do you think of the beginning sentence of the second paragraph? Does it give the main idea, or topic, of the paragraph?

4. What are the discoveries the second paragraph lists?

5. What are the guiding words in the second paragraph that help you to find the statement of each discovery?

6. What new question is taken up in the third paragraph? Does the beginning sentence tell this or not?

7. What is the main thought of the last paragraph?

Writing. Write four sentences, one for each paragraph of the report. Number your sentences. Several pupils may write on the board. The class will decide which group of four sentences best gives the thought of the entire report. That will be the best outline of the report.

Word Study

The following words are from the report. The number before each is the number of the line in which the word is to be found. Find each word in its sentence and try to give several words of the same or nearly the same meaning that could be used in its place. Consult the dictionary whenever necessary.

2	discover	29	surprising
3	special	31	trifle
4	effect	32	examine
8	girth	37	surpassed
9	important	45	indicated
12	record	46	superiority
14	compared	46	quoted
15	discoveries	49	elated
17	period	50	disgusted
22	explained	54	keenness
24	appeared	55	exult

Expressing the Same Thought in Different Ways

Speaking. 1. Express the thought of each of the following sentences in several different ways:

1. The answer to each question was carefully kept as a record.

2. Dr. Seaver studied and compared these student records.

3. He made several important discoveries.

2. In the same way practice retelling the thought of other sentences from the report.

Making a Report of Facts

Speaking. 1. After rereading the first paragraph of Dr. Seaver's report, close your book and retell it. Use any words of the writer that you may remember or use your own. The main thing is to tell what is in the paragraph and to do this in clear and correct English.

P
R
A
C
T
I
C
E
The class will watch to see what you need to learn to do in order to speak better. After thinking these criticisms over, try to retell the paragraph better. Try to avoid doing again the things that have been pointed out to you as bad.

2. In this way use also the second paragraph for practice in speaking; the third; the fourth.

Team Speaking. Teams of four pupils each may practice retelling the report, each pupil telling a paragraph. After sufficient practice they may have a contest to which visitors may be invited.

49. More about Adverbs

You already know that words that are used with verbs to add to their meaning are called adverbs. In each of the following sentences one or more adverbs add something to the meaning of the verb:

1. What is the driver doing now?
2. He is only standing there.
3. Several young ladies bowed politely.

4. They bowed again and again.
5. He seldom runs fast.
6. The truck backed clumsily, slowly, noisily.
7. They had traveled far.
8. They had traveled there together.
9. The Indians moved along singly, noiselessly, rapidly.
10. The soldiers followed them eagerly, excitedly.

Exercise. Name the verb in each of the preceding sentences. Then tell what adverb or adverbs belong to it.

Adverbs do more than help verbs. Some adverbs also add to the meaning of adjectives. The following sentences show such adverbs, in italics:

1. It was a *very* pretty doll.
2. The man was *very* tall.
3. He was *so* tall.
4. A *slightly* green mark was on his hand.
5. The price was *too* high.

There is still another thing that adverbs do; they add to the meaning of other adverbs. Notice the adverbs *very* and *so* in these sentences:

1. The fish swam *very* swiftly.
2. My friend will arrive *very* soon.
3. She sang *so* well.

Exercise. Point out each adverb in the following sentences and tell whether it adds to the meaning of a verb, of an adjective, or of another adverb:

1. The firemen climbed up.
2. The firemen then crawled up on the roof.
3. One of them swung lightly to a window.
4. He made his way along very carefully.
5. The very careful fireman moved very cautiously.
6. It was a most pleasant afternoon.
7. Suddenly some shouts were distinctly heard.
8. The call was very distinct.
9. Help was badly needed then.
10. The doctor could be seen here, there, and everywhere.
11. He was a very active person.
12. His hair was somewhat gray.
13. She visited here once.
14. She visited here only once.
15. She talked most entertainingly about her travels.

Words (like *soon, very, too, gladly, rapidly*) that are used to add something to the meaning of verbs, adjectives, or adverbs are called adverbs.

50. Letter Writing

There are two things to remember when one writes or answers a letter of complaint: (1) to make one's explanation clear, and (2) to be fair and polite.

Edith Crawford and William Sampson, two sixth-grade pupils, wrote each other as follows:

178 Fountain Avenue
Cripple Creek, Colo.

April 23, 1930

Sampson Radio Supply Co.
3343 North Wabash Avenue
Chicago, Illinois

Dear Sirs:

I am sorry to report that the Silvertone Loud Speaker shipped to me last week arrived badly scratched. What shall I do?

Very truly yours,
Edith Crawford

Sampson Radio Supply Company
3343 North Wabash Avenue
Chicago, Illinois

April 28, 1930

Miss Edith Crawford
178 Fountain Avenue
Cripple Creek, Colo.

Dear Madam:

We regret that the Speaker was scratched. May we ask you to return it at our expense? A new one is already on its way to you.

Very truly yours,
William Sampson

Class Conversation. Discuss the following questions with your classmates:

1. Are both letters correct as to letter form?
2. Which of the two letters do you like better? Why?
3. Is there anything that you would have added to the first letter?
4. Is there anything that you would have added to the second letter?
5. What are some of the words in both letters that show politeness?
6. Is the explanation in each letter perfectly clear?

S
T
U
D
Y

Silently answer the following questions to prepare for the letter writing to come:

1. To whom will you write, and what business will you pretend that he or she is conducting?

2. What has he shipped you that is unsatisfactory? Does this list give you an idea?

a box of ribbons	a fountain pen	a camping outfit
a tennis racket	a tool	stamps for your collection
a canoe	a baseball mit	a pocket microscope

3. How is the article unsatisfactory? What is it that you want your dealer to do?

Writing. Write your letter of complaint, not telling anyone who it is to whom you are writing or in what business you suppose him to be engaged. All that is to be a secret for the present.

Correction. Your letter will not be delivered unless it is both correct and neat. You remember how the class postmaster and his assistants feel about those

things. Therefore, do not mail your letter until you have carefully reread and corrected it.

Writing. The most interesting letters will be read aloud for the entertainment of the class. After that each pupil will write a polite reply to the complaint he has received.

Both letters called for in this section should be properly enclosed in envelopes correctly addressed. See how the parts of this address are arranged :

Sampson Radio Supply Company
3343 North Wabash Avenue
Chicago
Illinois

51. Telling Adjectives from Adverbs

It is easy to tell an adjective from an adverb if you keep one thing in mind. That one thing is this: an adjective belongs to a noun, but an adverb belongs to a verb. Sometimes, also, an adverb belongs to an adjective or another adverb, but never to a noun.

The following easy sentences show the difference between adjectives and adverbs. Each adjective is printed with one line under it; each adverb with two lines.

1. The short man puffed violently.
2. His red cheeks wobbled noticeably.
3. His very red cheeks wobbled very noticeably.
4. His short legs moved over the ground fast.
5. His bright eyes sparkled very brightly.
6. Many happy boys shouted long and loud.
7. Several pretty girls joined cheerfully in the fun.
8. Gay flags were flying brightly from the buildings.
9. A brass band played constantly.
10. The noisy crowd enjoyed itself very much.

Exercise. 1. In those ten sentences which noun does each adjective point out or describe?

2. Tell to which verb, adjective, or other adverb each adverb belongs. Have you noticed that many adverbs end in *ly*?

In the numbered sentences below, the adjectives and adverbs are not underlined. You will have to tell each from the kind of work it does in its sentence.

Exercise. 1. Point out the adjectives and tell to which noun each belongs.

1. It was a black and dirty street on which I was slowly walking.
2. No sidewalks and no lights were there.
3. Heavy rain had been falling lately.
4. Many men plodded along patiently beside me.
5. Their tin lunch pails rattled slightly.
6. The noisy whistle screamed unexpectedly.
7. A cold north wind blew straight in from the lake.
8. The big iron gate swung slowly open.

9. I cautiously followed my silent guide.
 10. We made our way through a long, somewhat hot tunnel.
 11. We soon came to an iron stairway.
 12. We then stepped out upon a steel floor.
 13. He surely was a good fellow, clean and honest.
 14. I trundled the iron wheelbarrow back and forth.
 15. My heavy shoes thumped noisily on the hard pavement.
2. Point out the adverbs and tell to which verb, adjective, or other adverb each belongs.

52. A Debate

Did you know that you have been debating for years? Whenever you have differed from someone and have tried to prove to him that he was wrong and that you were right, what have you done? You have done two things: you have given reasons for thinking as you did, and you have tried to show that the reasons on his side were not good reasons. This is debating. To be sure, in a debate before an audience there are certain rules that it is best to follow.

Stating the Question

One of the rules tells how the question for debate should be stated. The question should not be stated as follows:

Which season of the year gives children more and better chances for good times — summer or winter?

Instead, the statement should be like this :

Resolved, That summer gives children more and better chances for good times than winter.

Affirmative and Negative

There are two sides to every question. One of these is called the affirmative side. The other is called the negative side. The affirmative side tries to prove the question. In the case of the question above, the affirmative side would take the part of summer. It would try to prove that summer is the better season for good times. The negative, on the other hand, would take the part of winter.

Two or three pupils are usually chosen for each side. The debate is opened by the first speaker on the affirmative, who is followed by the first speaker on the negative. Then follow in order the second speaker for the affirmative, the second speaker for the negative, the third speaker for the affirmative, and the third speaker for the negative. Sometimes the first speaker for the affirmative is allowed a minute at the end in which to close the debate.

The Judges

Several pupils, say three, may be appointed judges, or the entire class may so act. Their duty is to decide whether the affirmative or the negative won the debate. In reaching this decision they take into account two things: (1) the reasons or arguments offered by

each side, and (2) the manner in which the arguments were presented — whether clearly, pleasantly, in good English, in good order, without too many *and's*, with a promising beginning sentence, and so on.

Preparing for the Debate

Before you talk on a question, you must have time to think about it. At first you may favor one side. After considering the question awhile, however, you may find that you have changed your mind.

S
T
U
D
Y

Prepare yourself for the debate by silently reading and answering the following questions:

1. What are some of the good times that you can have in summer but not in winter?

2. What kinds of fun does winter provide that you cannot have in summer?

3. In which season of the year is the vacation longer?

4. Do you have good times in school also? Should these be considered in the debate?

5. Which kind of fun do you like better — summer fun or winter fun?

6. With what promising sentence would you begin a talk for the affirmative? for the negative?

7. What side of the question will you take? Why?

Speaking. Give a short talk on the question for debate. The class will choose the best three speakers on each side to debate the question.



THE DEBATE

Debating

Let each of the two teams of debaters meet by itself and decide which arguments each speaker is to present. Let the debaters practice stating their arguments. Let them practice showing that the arguments for the other side are not so strong as the other side thinks. Let the judges be selected and the number of minutes decided which each speaker may have.

Speaking. When all is ready, let the debate begin. Let one speaker follow another as described on page 127.

P	-----	After the judges have announced their decision,
R		the class may give its opinion of the debating.
A		Now, both for practice and for fun, the debate
C		may be given again. Will you have the same
T		speakers or two other teams?
I		
C		
E		

53. Pronouns

Do you know what these little words — *I, you, he, she, it* — and others like them are used for in sentences? You can find the answer to this question by comparing the following two paragraphs:

I

Mary said, "Mary has Mary's books in Mary's school bag." Mary asked Frank, "Has Frank's friend George, George's knife in George's pocket?" Frank answered, "George has George's knife in George's pocket."

II

Mary said, "I have my books in my school bag." She asked Frank, "Has your friend George his knife in his pocket?" He answered, "George has it in his pocket."

Exercise. Tell what noun in the paragraph at the foot of page 130 is referred to by each *I*, *my*, *she*, *he*, *his*, *your*, and *it* in the paragraph above.

These little words that are used *for nouns*, that is, in the place of nouns, are called **pronouns**. The *pro* part of the word *pronouns* means "for."

There are not many pronouns. Some of them are:

I	you	he	she	it	we	they	who	which
my	your	his	hers	its	our	their	whose	what
me	yours	him	her		us	them	whom	that

Exercise. 1. Use in a number of sentences several pronouns from the list above. Some of the sentences may be written on the board and a line drawn under each pronoun. Tell for what noun each pronoun stands, if you can.

2. Point out as many pronouns as you can in the following sentences, and name the noun for which each stands:

1. Mary, Frank, and his brother Fred went to her house.

2. "Come along with us, Sue," they called to me.

3. I said, "I shall have to ask my mother first."

4. My mother said I might go with them.

5. She told me not to stay long.
6. At Mary's house we looked at her stamp collection.
7. It was a very interesting collection.
8. "Where did you get these stamps?" Fred asked her.
9. "My uncle sent me many of them," she answered.
10. "He travels a great deal, you know."
11. Her uncle is very fond of her, I think.
12. She is lucky to have an uncle who sends her things.
13. The two boys soon left for their own home.
14. It is on another street whose name I have forgotten.
15. When I left I asked Mary to come to my house.

3. Read the fifteen sentences above, but in the place of each pronoun read the noun or nouns for which it stands. Notice how awkward the sentences now are. Notice how hard it is to express one's thoughts without pronouns. Small as they are, it is clear they do an important work.

A pronoun is a word used instead of a noun.

54. Correct Usage: *I, he, she, we, and they*

Five pronouns that are often used incorrectly are named above. Last year you may have learned a jingle about them, but you did not then know that

they are pronouns. The jingle is repeated here to refresh your memory :

Learn about five words today :

I, he, she, we, also they

After *is* or *was* you say.

Say this: "It is *I* or *he*,
It was *they* or *she* or *we*."

From this jingle we see, if we do not already know it, that the following sentences show the correct use of those five troublesome words :

It is (or was) <i>I</i> .	(NOT It is (or was) <i>me</i> .)
It was either <i>he</i> or <i>she</i> .	(NOT <i>him</i> or <i>her</i>)
It wasn't <i>we</i> that did it.	(NOT wasn't <i>us</i>)
It's not <i>they</i> .	(NOT It's not <i>them</i> .)

Test. Opposite each of the twenty-four numbers that you will write on a sheet of paper, write the correct word from each of the twenty-four parentheses in the following sentences :

1. Was it (**he** ¹ **him**) that (**did** ² **done**) this?
2. Was it you or was it (**her** ³ **she**) that saw him?
3. I think it was not (**him** ⁴ **he**). It was not (**she** ⁵ **her**).
4. It was (**them** ⁶ **they**). It was not (**he** ⁷ **him**).
5. It was not (**me** ⁸ **I**). I'm sure it wasn't (**I** ⁹ **me**).

6. Isn't that (him ¹⁰ he) in the tree? It is (he ¹¹ him).
7. I see that it is not (her ¹² she).
8. It was (us ¹³ we) that saw him in the tree.
9. We saw that it was (him ¹⁴ he) in that tree.
10. We also saw that it was not (she ¹⁵ her) who did it.
11. Wasn't it (them ¹⁶ they) that laughed so much?
12. It wasn't (they ¹⁷ them), and it wasn't (me ¹⁸ I).
13. If it wasn't (her ¹⁹ she), it was (he ²⁰ him).
14. Who said it was (me ²¹ I)? It wasn't (I ²² me).
15. It is (she ²³ her) that says it was (them ²⁴ they) who did it.

Drill in Correct Usage. As you read the preceding drill sentences aloud several times, select the correct word from each parenthesis. Increase your speed after the first readings, without making mistakes or pronouncing indistinctly. Perhaps the teacher will time you after you have practiced awhile.

55. Another Debate

Does the following question make you want to argue?

Where is it better for boys and girls to live—in the country or in the city?

The first thing to do is to put the question in proper form for debate, as follows:

Resolved, That it is better for boys and girls to live in the country than in the city.

S
T
U
D
Y

Prepare yourself for the debate by silently answering these questions and following the directions:

1. Begin by reading again what was said about debating on pages 126-130.

2. What are some of the pleasant things about life in the country?

3. Where would you rather go to school — in the country or in the city? Why?

4. What are some of the advantages of life in the city?

5. What is the strongest argument for living in the city?

6. What is the strongest argument for living in the country?

7. Which side will you take?

8. With what promising sentence will you begin your talk?

Project: A Debate in which the Entire Class Takes Sides. Let all those who prefer the country to the city meet and select three of their number to debate the question with three debaters chosen in the same way by those who prefer city life. You see, the class will be divided into two opposing camps or parties.

Each camp or party may prepare for the debate by doing one or all of these things:

1. Choosing a name for your camp or party.
2. Planning and making a banner. (What will you print on that banner?)
3. Designing and making badges. (What will you print on the badges?)
4. Thinking of good arguments to give to your three debaters.
5. Listening to your debaters talk on the question, and pointing out to them how they may be able to do better.
6. Training one or two other teams of debaters to take the place of those already chosen, if the latter should not do as well as you expected.
7. Making posters to advertise the debate and to invite outsiders to come ("admission free").
8. Writing letters of invitation (for this, see the following section).

Debating. Each speaker will state his case as well as he can. He knows, as do the judges, that two things count: (1) the arguments, and (2) good speaking.

56. Letter Writing

Since the debate, with the entire class divided into enemy camps, will be an important event, you will probably wish to invite your parents to it, as well as other persons outside the school.

You will wish to be particularly careful that your letter of invitation contains no mistakes.

As you study alone, planning your letter of invitation, let the following questions help you.

1. What pleasant thing can you say in your letter that will make the person glad who receives it? Do you see anything of that sort in the letter below?

2. As your letter of invitation is of course not a business letter, how will it differ from one?

3. What ought a letter of invitation to be very careful to say exactly? Does the letter below say it?

4. Can you think of a promising first sentence with which to begin your letter? What do you think of the one in the letter below?

MARTIN'S LETTER TO HIS UNCLE PETER

Henry Clay School
Lexington, Kentucky
May 6, 1930

Dear Uncle Peter:

This is a very special invitation to you to come to hear your nephew debate in public next Friday afternoon, May 10, at two o'clock. Next to my father and mother, who will be invited too, there is nobody whom I would rather ask than you. You are my only uncle and my favorite one. Please come.

Your loving nephew,
Martin

Writing. Write your letter or letters of invitation. Write the address on the envelope. If you do not remember exactly how to do this, turn to page 37. Do not forget the period after *Mr.* and *Mrs.*

Correction. Can you trust yourself to find every mistake in your letter without the help of a classmate? Try to do this. Then ask a classmate to look your letter through to make doubly sure.

57. Prepositions

Different kinds of words do different kinds of work in sentences. We shall now study the words *into*, *of*, *to*, *at*, *from*, and others like them, in order to find out how they help us to express our thoughts. See them at work in the following sentences. Each is printed in italics to attract your attention.

1. The book lies *on* the table.
2. The book lies *under* the table.
3. The book lies *against* the table.
4. The book lies *behind* the table.

In each of these sentences the word in italics makes clear where the book lies. Read the sentences without the words in italics and see how much these words are needed to help make the meaning clear.

Words like *on*, *under*, *against*, and *behind*, as used in those four sentences, are called **prepositions**.

There are not many prepositions. Most of those commonly used are given in this list :

above	behind	during	through
across	below	for	to
after	beneath	from	toward
against	beside	in	under
along	besides	into	until, till
among	between	of	upon
around	beyond	on	with
at	by	over	without
before			

A preposition is usually the first of a group of words that belong together, as

on the table
under the chair
against the wall
behind the car
in the water

on the road
for the girl
for you
for me
for our country

The noun or pronoun that follows the preposition is called the **object of the preposition**. In the group *on the table*, *table* is the object of the preposition *on*; in the group *against the wall*, *wall* is the object of the preposition *against*; and in the group *for you*, *you* is the object of the preposition *for*.

Exercise. Pick out the prepositions in the following sentences and name the noun or pronoun that is the object of each :

1. This letter is for him.
2. That letter from him is for me.
3. The book on the table is from my father.
4. The book on the table belongs to my father.

5. The flag above the building waved in the air.
6. The flight across the Atlantic succeeded beyond expectation.
7. The honors were all for him.
8. He stood before the President on the platform.
9. During the war many men went to the front.
10. I cannot see beyond that hill.
11. We drove across the bridge and into the town.

A preposition is a word that shows the relation between the noun or pronoun which is its object and some other word.

58. Correct Usage: Prepositions

Notice the following correct uses of prepositions. The incorrect uses are shown in the parentheses.

1. Is your mother *at* home? (NOT *to* home)
2. My mother sat *beside* me.
3. *Besides* us there was no one that could drive the car. (NOT *Beside* us)
4. *Among* the three there was only one honest man. (NOT *Between* the three)
5. *Between* you and me there can be no secrets.
6. We crawled *into* the cave and hid in it. (NOT *in* the cave)
7. The hunter stood *behind* the bush. (NOT *in back of* the bush)
8. *Beside* him stood his son. (NOT *Alongside of* him)

9. Keep *off* the grass. (NOT *off of* the grass)
10. He walked *to* the station. Now he is *at* the station.
11. The path leads *across* the marsh. (NOT *acrost* the marsh)

Exercise. Make sentences containing the prepositions in italics. Some of the sentences may be written on the board.

Test. After writing the numbers 1 to 24 on a sheet of paper, write after them the correct words from the parentheses below. Correct your list in the usual way.

1. There was not an athlete (**between**¹ **among**) the dozen.
2. Please lift that box (**off**² **off of**) the chair.
3. He sat down (**besides**³ **beside**) me.
4. No one (**beside**⁴ **besides**) them can do this work.
5. The airplane flew (**across**⁵ **acrost**) the river.
6. He opened the door and jumped (**into**⁶ **in**) the car.
7. That mischievous boy is (**into**⁷ **in**) the kitchen again.
8. He dove (**in**⁸ **into**) the river.
9. He dove (**off**⁹ **off of**) the bridge (**into**¹⁰ **in**) the water.
10. What is that (**in back of**¹¹ **behind**) that tree?
11. He was standing (**beside**¹² **alongside of**) his horse.
12. Since you and I are friends, (**among**¹³ **between**) us there can be no trouble.

13. My mother sat (**besides** ¹⁴ **beside**) me in the hammock.
14. (**Beside** ¹⁵ **Besides**) us there was no one who saw the animal.
15. Who is the strongest (**among** ¹⁶ **between**) those three?
16. Is your brother (**to** ¹⁷ **at**) home? Was he (**at** ¹⁸ **to**) home yesterday?
17. I saw your sister going to school. Is she (**at** ¹⁹ **to**) school today?
18. Is she (**to** ²⁰ **at**) home or is she (**at** ²¹ **to**) school now?
19. Is anyone (**to** ²² **at**) home (**beside** ²³ **besides**) your mother?
20. Place the shovel (**alongside of** ²⁴ **beside**) the rake.

Do you need the following drill? If the test says not, go at once to "Stop, Look, Read," below.

Drill in Correct Usage. As you read the preceding sentences aloud, select the correct words from those in the parentheses. Increase your speed, but remember that only correct and distinct reading counts. Perhaps the teacher will time you.

° *Stop, Look, Read (10)*

What, do you think, would make interesting reading in the coming number of the bulletin board? Possibly an

entire bulletin board given over to "Help Wanted" advertisements would prove amusing both to writers and to readers.

59. Telling the Story of a Picture

What is it that those three children in the picture on page 145 see as they round the bend of the shore in their canoe? Even the dog is excited. What can it be?

S
T
U
D
Y

Perhaps the following questions will help you in your silent study as you try to make an interesting story for the picture:

1. What names will you give to those three children and the dog?
2. How do they happen to be in this canoe on this pretty lake?
3. What are some of the things that might surprise them at the turn in the shore?
4. Which of all the surprises that you can think of would fit the picture best?
5. With what promising sentence will you begin your story?
6. Can you tell your story so as to leave the surprise to the very end?

Speaking. Tell your story of the picture. You may be sure that your classmates will wonder what that story is and how you will end it.

Writing. Perhaps you can improve your story when you write it. Do not make it too long. What counts

most in a story is its interest. Everybody prefers a short story, with every sentence interesting, to one that is long and dull.

Project. When the stories have been corrected and perhaps copied, they may be bound in a cover on which should be printed a suitable title. Or perhaps you will write an entirely new story for the book. In either case the title should fit the stories and the picture as well. Do you like the following titles?

Seen from a Canoe

The Surprise

A Fire in the Camp

The Unexpected Visitors

What Has Become of Our Tent?

The Return of an Indian Tribe

A Bear Makes Himself at Home

Somebody Has Camped in Our Camp

60. Conjunctions

Notice what our old friend *and* is doing in the following sentences:

1. John *and* George played a game.
2. John was skillful *and* lucky.
3. The skillful *and* lucky boy won the game.
4. He played skillfully *and* carefully.
5. The boys played *and* talked.
6. They played all day, *and* they slept all night.



Exercise. 1. In which of the sentences on page 144 does *and* join or connect two nouns?

2. In which sentence does *and* join two verbs?

3. In which sentence does *and* connect two adverbs?

4. What two adjectives are connected by *and*?

5. Is there a sentence among the six on page 144 which is really two sentences joined by *and*? Which one? What are the two sentences which *and* connects?

Words that, like *and* in the sentences on page 144, connect words or groups of words or whole sentences are called **conjunctions**. Other conjunctions besides *and* are *but*, *for*, *or*, *nor*, *hence*, and *therefore*. You can see them at work connecting sentences or parts of sentences in the following:

1. I am well, *but* I am not strong.
2. You invited me; *therefore* I came.
3. John's teachers like him, *for* he studies hard.
4. I earned this money; *hence* it is mine.
5. We shall go in our car *or* we shall not go at all.
6. The skillful *but* unlucky boy lost the game.
7. Are you skillful *or* lucky?
8. The animal was alive *but* weak.
9. The trapper approached quickly *but* cautiously.
10. He was not afraid, *but* he was careful.
11. The ribbon was red *or* orange.
12. The dress was old *but* pretty.
13. It was pretty; *therefore* she liked it.
14. It was old; *therefore* she did not like to wear it.
15. The long *but* interesting story was enjoyed by the class.

Exercise. 1. Point out each conjunction in the fifteen sentences on the preceding page and tell what it connects—what nouns, adjectives, adverbs, or whole groups of words.

2. Give sentences showing the following:

1. Two nouns connected by *and*; by *or*
2. Two verbs connected by *and*; by *but*; by *or*
3. Two adjectives connected by *and*; by *but*
4. Two adverbs connected by *and*; by *but*
5. Two complete sentences connected by *and*; by *but*; by *for*; by *therefore*

3. Write some of your sentences.

A conjunction is a word that connects words or groups of words.

There are other conjunctions besides *and*, *but*, *for*, *or*, and *therefore*. You will study these when you have learned more about that interesting subject, grammar. At this time perhaps you would like to have a list of the most common of these. Besides, it may be useful to know them, for they will help you to avoid using too many *and*'s.

although, though

as

as if

because

if

when

while

since

after

until

before

whenever

61. Reading a Poem Aloud

Read the poem to yourself several times. Then, with a classmate, practice reading it aloud. Stand erect and speak loudly and distinctly as you practice. Last of all, read it to the class or some class in another room, for their enjoyment.

The author of this song is a cheerful poet. Though gray clouds overwhelm the town, he laughs and sings. He knows that the downpour of rain will help the daffodils and the roses to grow.

THE RAIN SONG

It isn't raining rain to me,
It's raining daffodils;
In every dimpled drop I see
Wild flowers on the hills;
The clouds of gray engulf the day,
And overwhelm the town;
It isn't raining rain to me,
It's raining roses down.

It isn't raining rain to me,
But fields of clover bloom,
Where every buccaneering bee
May find a bed and room;
A health unto the happy!
A fig for him who frets!
It isn't raining rain to me,
It's raining violets.

ROBERT LOVEMAN

62. Getting Rid of the "*and*" Habit

One reason why speakers use too many *and*'s is that they have not formed the habit of using certain other conjunctions. These are sometimes more suitable than *and*, as is seen by comparing the sentences in the following groups:

I

I am twelve years old, *and* I am not afraid in the dark.
Because I am twelve years old, I am not afraid in the dark.

II

He is only ten, *and* he likes to read books.
Although he is only ten, he likes to read books.

III

I visited my aunt in the city, *and* we went to the zoo.
When I visited my aunt in the city, we went to the zoo.

IV

I am right *and* you are wrong.
If I am right, you are wrong.
Since I am right, you are wrong.

V

We were talking about travel, *and* I told him about our trip.

While we were talking about travel, I told him about our trip.

As we were talking about travel, I told him about our trip.

VI

I have been in France, *and* I do not know French.
Though I have been in France, I do not know French.

VII

You wish to go, *and* I will go with you.
If you wish to go, I will go with you.
Since you wish to go, I will go with you.

VIII

You enjoyed the book, *and* I should like to read it.
As you enjoyed the book, I should like to read it.

IX

I go to town now and then, *and* I always go to the museum.

Whenever I go to town, I go to the museum.

Class Conversation. 1. Read the first sentence in the first numbered group on page 149. Read the second sentence in that group. Tell what changes have been made in the first sentence to get the second. Has the first sentence been improved?

2. With your classmates, study in the same way each of the other groups of sentences.

The following exercises will help you form the habit of using the conjunctions in this list :

after	as if	if	when
although, though	because	since	whenever
as	before	until	while

Speaking. 1. Make several sentences that begin with the first group of words below :

1. Although I am twelve
2. After I saw the man
3. As we were walking together
4. Because he is older than I
5. Before you visit other countries
6. If you are going camping
7. While she stood there
8. When you buy a bicycle
9. Until he learns to read
10. Since you are so kind to me

2. Make several sentences beginning with each of the other groups of words above.

3. Make several sentences of your own, beginning each with one of the conjunctions listed at the foot of the preceding page.

63. Speaking from Dictation

The teacher will read the following paragraph aloud. With your book closed, listen carefully, for you will be called on to retell it.

MAKING FLYING SAFER

Inventors are continually working out methods of making flying safer. One of the newest methods has been suggested by Dr. Eisenlohr. His plan is to attach a large parachute to that

part of the airplane which carries the passengers and the pilots. Besides, he would place the engine and the fuel in another part, which could be instantly separated from the first in case of serious trouble. What, then, happens in case of accident? The engine part of the plane will be detached and will drop to the ground. The parachute will open over the other part, that is, the cabin with its pilots and passengers, and this, slowly, safely, and comfortably, will descend to the ground.

Speaking. As accurately as you can, retell the paragraph you have just heard. Tell what it says — all that it says — and nothing else. It does not matter whether you use the same words; use any words that come to you.

P
R
A
C
T
I
C
E

Class Conversation. What are some of the things to be remembered by you when you speak, in order that you may make your meaning clear and give pleasure to those who hear you? Talk this over with your classmates. Each point may be written on the board as the class decides its importance. When the list is finished it may be compared with the Summary on pages 165–167.

As you try to retell the paragraph, perhaps more than once, your classmates, with the help of the list on the board, will tell you where you are improving and to what you should give special attention.

Speaking. Now the teacher will read aloud each of the following paragraphs. In the same way retell each paragraph, practicing each until you can retell it well before going on to the next one. Your classmates will help you with friendly advice.

PROTECTION FOR THE EYES

How shall we protect our eyes from the glare of the sun and, at night, from the blinding glare of the headlights of approaching cars? Most dark glasses do more than keep out lights that are too bright. They also make it difficult to see well enough for such games as tennis, golf, and such pleasures as botanizing. A new kind of dark glass has just been invented. This consists of two parts, the upper half of the spectacles, which is dark, and the lower half, which is clear and uncolored. The two halves are so made that the top of the spectacles or goggles is very dark and shades off gradually into the very clear glass at the bottom.

WHICH IS HARDER?

Which is harder — to fly to the Hawaiian Islands from California or to fly to Europe from New York? It is easy to see that the flight to Hawaii is the more difficult. In flying to Europe the aviator knows that if he can only fly eastward long enough he will at last reach his goal. He may miss Ireland, the nearest land, but if he does, he can hardly miss

France farther on. In other words, he is aiming at a wide target indeed. How small a target is Hawaii in the Pacific Ocean? The flyer has to travel twenty-five hundred miles to a string of islands only a little over three hundred miles long. If he misses, what then? Is there some other land to welcome him? No. There is nothing but ocean. On and on the aviator flies, perhaps not knowing that he has passed his mark until his supply of gasoline gives out and he can fly no more.

64. Interjections

1. Oh! See the airplane!
2. Ah! What a beauty it is!
3. Whew! Isn't it going fast!

Notice the words *Oh*, *Ah*, and *Whew* in the sentences above. Their work is to express sudden or strong feeling. They are called **interjections**.

Notice the punctuation mark (!) that follows each interjection. That mark is called an **exclamation mark**. You see it also follows each numbered sentence above. That is because those sentences express strong feeling.

Speaking. Use each of the following interjections in a sentence. Tell what feeling you are trying to express by means of the interjection — surprise, astonishment, pleasure, alarm, joy, grief, fear, anger, pain, disgust, hope, disappointment, or approval.

ah	bah	fie	ho-hum	my	pshaw	whew
alas	hey	fudge	hurrah	oh	pooh	well

An interjection is an exclamatory word or sound expressing strong feeling.

65. *Project:* A Radio Program

Perhaps someone in the class can bring a screen to school behind which the announcer and the speakers could stand while they are entertaining the class with a radio program. A sheet would do if it could be fastened on a wire so as to hang down in the front of the room, to hide the far-away performers.

Class Conversation. Talk over each of the following questions with your classmates:

1. Who in the class would make the best announcer? What must he be able to do well?
2. What is the first number on the program to be — a song by a small group of the best singers in the class?
3. Could not an unseen team of pupils recite one of the poems you studied this year or last? Which poem is it to be? Who are to give it? What must they be able to do well?
4. Will you have team story-telling? There are some interesting stories which you know and have learned to tell. Who are to be the story-tellers?
5. How do you wish your radio program to end?

Training for the Program

Each pupil and team of pupils who will be heard over the radio when the time comes should prepare for it. All these performers must remember that they will not be seen when they speak, sing, read, recite, or tell a story. Only their voices will be heard. They will disappoint their hearers unless they speak loud enough, distinctly, and in a pleasant tone of voice. A radio program that no one can understand is very annoying, as you know.

Perhaps a committee of pupils should be appointed to advise and help the performers, in order that the program may prove successful.

When everybody and everything is ready, give the program.

66. Correct Usage: *without, like, leave, left, who, etc.*

The correct use of a number of words you have not yet studied is shown below.

I. *Without* is sometimes incorrectly used where *unless* would be correct. Notice the following:

1. *Unless* you go, I shall stay. (NOT *Without* you go)
2. *Without* you, I shall not go.
3. I shall work alone, *unless*
you stop teasing. (NOT *without* you stop teasing)
4. We went to town *without*
our money.

Exercise. Make sentences containing the groups of words below :

1. unless you go
2. unless you help me
3. unless I see him
4. unless he made a mistake
5. unless the man is joking
6. unless she pays for it

II. *Like* is sometimes incorrectly used for *as* or *as if*.

1. Do it *as* she is doing it. (NOT *like* she is doing it)
2. Do it *as if* you meant it. (NOT *like* you meant it)
3. That is just *like* you.
4. George is *like* Frank.

Exercise. Make sentences containing these groups of words :

1. as she is doing it
2. as if you meant it
3. as Mother used to make them
4. as if he were joking
5. as if you were a soldier
6. as everybody should
7. as I told him

III. *Who* is sometimes incorrectly used for *whom*.

1. *Whom* do you see? (NOT *Who* do you see.)
2. *Who* did it?
3. *Who* is that woman?
4. *Whom* shall I tell? (NOT *Who* shall I tell.)

Exercise. Make several sentences beginning each with *Whom* ; with *Who*.

IV. *Leave* and *left* are sometimes incorrectly used for *let*.

1. *Let* him do it as he likes. (NOT *Leave* him do it)
2. *Let* me go. (NOT *Leave* me go.)
3. *Leave* me at once. *Leave* me alone. *Leave* me here.
4. *Let* the boy work in his own way. (NOT *Leave* the boy work)
5. She *let* us use her mower. (NOT She *left* us use her mower.)
6. She *left* her mower on the lawn.

Exercise. Give several sentences beginning with *let*; several beginning with *leave*; several containing *left*.

67. *Test, Review, and Final Practice* : Correct Usage

During the year, and for several years before, you have been learning the correct use of a number of words that are often used incorrectly. We shall now review these.

Test. 1. On a sheet of paper write the numbers 1-19. Then, as you rapidly read the sentences in group A, write opposite each of your numbers the correct word from the parenthesis having the same number. When you have finished, the teacher will read the correct words. Mark your mistakes.

2. In the same way test yourself with group B, C, or D, as the teacher directs.

A

1. (Without ¹ Unless) you (saw ² seen) him do it, we cannot be sure that it was (him ³ he).
2. (Whom ⁴ Who) did you see? Did you do anything (beside ⁵ besides) looking for him?
3. The boy talks (like ⁶ as) his father talks.
4. He looks (like ⁷ as) his father, but he (isn't ⁸ ain't) as dark as his father.
5. Will she (let ⁹ leave) us go to the circus?
6. (Leave ¹⁰ Let) the bundle in the car. It won't be touched by (nobody ¹¹ anybody).
7. Have you (saw ¹² seen) my book (laying ¹³ lying) anywhere?
8. He (doesn't ¹⁴ don't) know what he (done ¹⁵ did) with it.
9. He has (gone ¹⁶ went) home, and no one knows (nothing ¹⁷ anything) about it.
10. Where (were ¹⁸ was) you when he (done ¹⁹ did) this?

B

11. (Sit ²⁰ Set) in this chair and (leave ²¹ let) me see whether you have (froze ²² frozen) your ear.
12. Several people (come ²³ came) here and (threw ²⁴ thrown) (them ²⁵ those) papers on the floor.
13. Has she (broken ²⁶ broke) the bottle? (Who ²⁷ Whom) (broken ²⁸ broke) it?

14. (May ²⁹ Can) I (learn ³⁰ teach) you how a business letter is (written ³¹ wrote)?
15. She has (spoke ³² spoken) to the man about (these ³³ them) pretty flowers.
16. She is a good cook. She cooks very (good ³⁴ well).
17. That is she (sitting ³⁵ setting) on one of (them ³⁶ those) benches.
18. (Don't ³⁷ Doesn't) she like (these ³⁸ this) kind of people?
19. She likes best of all (that ³⁹ those) kind of dishes.
20. Somebody has (drunk ⁴⁰ drank) my milk and has (eaten ⁴¹ ate) my oatmeal.

C

21. It was (me ⁴² I) who first (did ⁴³ done) (these ⁴⁴ this) kind of tricks.
22. We (was ⁴⁵ were) both in the same circus, but it was (I ⁴⁶ me) that first (done ⁴⁷ did) (these ⁴⁸ them) tricks.
23. He never knew (anything ⁴⁹ nothing) about them until he (seen ⁵⁰ saw) me doing them.
24. Will you please keep (off ⁵¹ off of) that bench?
25. Now he can do them (well ⁵² good). I (taught ⁵³ learned) him.
26. We had not (sang ⁵⁴ sung) (any ⁵⁵ none) of (those ⁵⁶ them) songs for a month.

27. The school bell had not (**rung** ⁵⁷ **rang**) for a week.
28. Was it (**she** ⁵⁸ **her**) or was it (**him** ⁵⁹ **he**) who (**learned** ⁶⁰ **taught**) you how to dance (**those** ⁶¹ **them**) new dances?
29. The children have (**ran** ⁶² **run**) to greet their father.
30. They (**saw** ⁶³ **seen**) him when he stepped (**in** ⁶⁴ **into**) the house.

D

31. (**Without** ⁶⁵ **Unless**) you help me, I cannot finish my work today.
32. (**Let** ⁶⁶ **Leave**) me do this part, and I will (**leave** ⁶⁷ **let**) you do that.
33. He acts (**as if** ⁶⁸ **like**) he owned this school.
34. (**Don't** ⁶⁹ **Doesn't**) he know that the bell has (**rung** ⁷⁰ **rang**)?
35. No one is walking (**across** ⁷¹ **acrost**) our lawn.
36. (**Whom** ⁷² **Who**) has (**written** ⁷³ **wrote**) his letter?
37. (**Whom** ⁷⁴ **Who**) do you know better, Mary or Sue?
38. You have (**tore** ⁷⁵ **tern**) your coat and (**broken** ⁷⁶ **broke**) your bicycle.
39. (**Sit** ⁷⁷ **Set**) it here (**beside** ⁷⁸ **besides**) the bench where it will not fall.
40. Have you ever been (**in back of** ⁷⁹ **behind**) the counter? I feel quite (**at** ⁸⁰ **to**) home here.

Drill in Correct Usage. If the tests show that you need this drill, read aloud one or more of the four groups of sentences above, choosing the correct words as you read, until you can read both correctly and rapidly. When you can, perhaps the teacher will time you.

68. *Test, Review, and Final Practice : Spelling, Punctuation, and Letter Form*

Test. Copy the following paragraph, arranging it in correct letter form, inserting capital letters and punctuation marks where they belong, and choosing the correct words from those in parentheses:

66 pleasant street dubuque iowa june 3 1930 dear jane my father said yesterday tomorrow we shall all motor into the country unless it (rains, reigns) so you can see what today's (whether, weather) means to me isn't it discouraging the (reign, rain) is beating against the window (pane, pain) my (principal, principle) wish is to have the wind (quite, quiet) down perhaps the (weather, whether) will change to (fair, fare) then my mother says no I can feel it in the (heir, air) (there, their) will be no change we had better (except, accept) our bad luck and forget about our picnic don't you think this is too bad jane your friend mary

Review and Practice

Exercise. Read each of the following sentences aloud, telling how it should be written. Read the first sentence in this way:

BETTER ENGLISH

GRADE SIX

BY

HARRY JEWETT JESCHKE, M.A.

AUTHOR OF "BEGINNERS' BOOK IN LANGUAGE"
"BETTER ENGLISH FOR BEGINNERS," ETC.

MILTON C. POTTER, Litt.D.

SUPERINTENDENT OF SCHOOLS, MILWAUKEE, WISCONSIN

AND

HARRY O. GILLET, B.S.

PRINCIPAL, THE ELEMENTARY SCHOOL, UNIVERSITY OF CHICAGO



GINN AND COMPANY

BOSTON • NEW YORK • CHICAGO • LONDON
ATLANTA • DALLAS • COLUMBUS • SAN FRANCISCO

COPYRIGHT, 1929, BY HARRY JEWETT JESCHKE

ALL RIGHTS RESERVED

PRINTED IN THE UNITED STATES OF AMERICA

629.3

The Athenæum Press

GINN AND COMPANY • PROPRIETORS • BOSTON • U.S.A.

PREFACE

What shall we do to interest pupils in the quality of their English? How shall we help them to speak more correctly, more effectively, more agreeably, and to write with due regard for the essentials of good form? These are the difficult questions of motivation and procedure which this new book for the sixth grade aims to answer.

The answer here given is apparently the usual program of lessons, exercises, drills, games, and projects in oral and written English. To be sure, a number of innovations quickly catch the reader's attention. (1) It is noticed that the year is made responsible for certain definite steps of measurable progress in each separate phase of language study. (2) Tests and reviews abound. (3) Provision is made for individual differences in pupil ability and achievement. (4) The results of every research in the subject, even to the choice of the poems, are incorporated in the text. (5) The letters required of pupils are, by a novel device, the outgrowth of genuine situations; and (6) without departure from the reality or sincerity of those school-room situations, the speech needs of the world beyond the school are met by training in courtesy, in telephoning, in giving directions, and other practical speech activities. It is evident also that (7) the

pronunciation of words often mispronounced, (8) the spelling of homonyms, and (9) the grammar of the sentence are taught with a new and distinctive presentation. Moreover, while (10) the extensive employment of factual material for pupil compositions is noticeable, it is equally clear that the young speaker and writer is by no means held to this. The book recognizes that the pupil's personal experience consists not merely of actual events in his life but also of his mental adventures. Let him go to both for his subject matter. Let him make report of the events, but (11) let him give expression also to his most fanciful imaginings, his dreams, wonders, and fears — anything and everything that will make him talk. This and much more of novelty the reader soon discovers, but if he discovers no more he misses the large differentiating characteristics of the present book.

Learning to speak and write acceptable English is like learning to play the violin. It is a learning *to do* as contrasted with a learning *about*. It depends therefore almost wholly on one thing — practice. Now practice means more, much more, than doing the same thing over and over; with each repetition there must be an effort to do the thing better in one or another particular way. This is the first principle of learning any art, but it has hardly been utilized in the teaching of English, the art of communication. As a consequence, the average language lesson in our schools comes very near to being a total failure.

A feeling of profound melancholy, as Thackeray said in another connection, takes possession of the

reflective visitor to the schools who listens to the language lesson. As he observes the slovenly utterance of one youthful speaker after another, the inaccuracies of pronunciation, the meager and threadbare vocabulary, the faulty sentence structure, and the bad grammar, and on the other hand the teacher's relative helplessness in coping with the situation, he gains the impression that the task of improving the pupils' English is little short of herculean. So it is — when pursued by the usual and traditional methods. So it proves — when measured by the usual accomplishment. And yet the undertaking is a perfectly practicable one.

What, then, must be done?

First of all, a true conception of the peculiar province of the language lesson must be gained. The language lesson must not be permitted to be simply another period of talking. There is already talking enough, such as it is, in the other lessons, on the street and playground, and at home. A mere added quantum does not constitute a language lesson. This should differ from lessons in other subjects in its almost exclusive concern with the quality of the English used. It is a withdrawal from those other lessons for the purpose of considering the excellences and the shortcomings of the language employed. It is concerned not so much with the content conveyed, — the chief interest in, say, the history or geography recitation, — as with the correctness and the skill of the conveying. In other words, not the particular tune played but the acceptability of the playing receives our attention.

Until the language lesson is thus understood to be distinctively a lesson in craftsmanship, it will contribute little or nothing to the improvement of the pupil's speaking or writing. It is this fresh and fruitful understanding of the problem that the present textbook stresses in every lesson.

Then, a new procedure must be set in motion. This follows inevitably from the fresh point of view which realizes that to teach language is to teach a craft or an art. In fact it is that point of view flowering into action. Its key word is practice — practice applied, on the one hand, to helping the pupil overcome undesirable speech habits, the corrective aspect, and, on the other hand, to helping him build a speech technique, the constructive aspect. An illustration of each will serve both to define the new procedure more clearly and to accentuate the flavor of the present book. The first explains the correct-usage drill here presented; the second describes the retelling of stories as here utilized for practice in speaking.

1. Speech improvement, so far as the elimination of errors is concerned, depends on the formation of correct speech habits. The practical problem is how to bring about such habit formation. Drills miss their aim if they consist only of the repetition of correct words or word forms. Presenting no challenge, they fail to hold the pupil's attention and lose themselves in monotony. Equally unsatisfactory are the exercises that consist only of the choice of correct forms. One or two correct choices do not create a habit, particularly if a wrong habit already occupies the field. Neither kind of

exercise — the mere choosing of the correct form or the mere repeating of it — has proved efficacious. In spite of both, the deplorable fact remains that school children continue to use incorrect English. In this situation the present book offers a new drill in correct usage, which combines choice and repetition in one exercise. By this device, repetition is made alert because it constantly needs to choose, and choice becomes habit-forming because it constantly needs to be made again. Besides, a speed test has been built into the twofold exercise, as an added guarantee of vitality.

2. But language teaching is more than a corrective undertaking, important as that is. In addition to the elimination of faults it is concerned with the upbuilding of positive excellences. In the retelling of stories for practice in speaking we have an illustration of a constructive method of speech improvement devised for this book. Again the point of departure is the fact that mere continued talking does not of itself lead to improved talking. The continuance of the activity serves only to deepen the ruts. If there is to be progress, each performance must consciously aim at a definite improvement. Precisely as the violinist in his practice endeavors with each playing of the identical melody to achieve a more nearly adequate rendition, so in the retelling of stories for practice in speaking, the same pupil is asked to tell the same story again and again, aiming now at this improvement, now at that — in one retelling, to avoid unnecessary *and*'s, as an example; in another, to use clear-cut sentences; in still another, to vary the expression of the thought; and so on. That

is, the retelling is done not for its own sake but for the sake of specific improvements, each the object of definite endeavor. Slowly but surely, by this practice, the pupil builds his speech technique. This, as presented here, includes the technique of preparation, which is acquired in learn-to-study exercises that combine directed study and silent reading.

So throughout the book the effort has been to realize the new point of view which alone can make language teaching effectual and to give that point of view adequate expression in a new procedure.

The generous Appendix following the lessons supplies additional optional material of great variety in order that the book may not fail to do complete justice to pupil differences. The Teachers' Manual is designed to play the part of unofficial adviser to busy teachers, offering suggestions for the conduct of each lesson.

THE AUTHORS

ACKNOWLEDGMENTS

Acknowledgments are due to the following authors and publishers for permission to use copyrighted material owned or controlled by them: to Small, Maynard & Company for Bliss Carman's "Daisies"; to Dr. Luther H. Gulick for "Some Effects of Tobacco on Growing Boys"; and to Robert Loveman for "The Rain Song."

CONTENTS

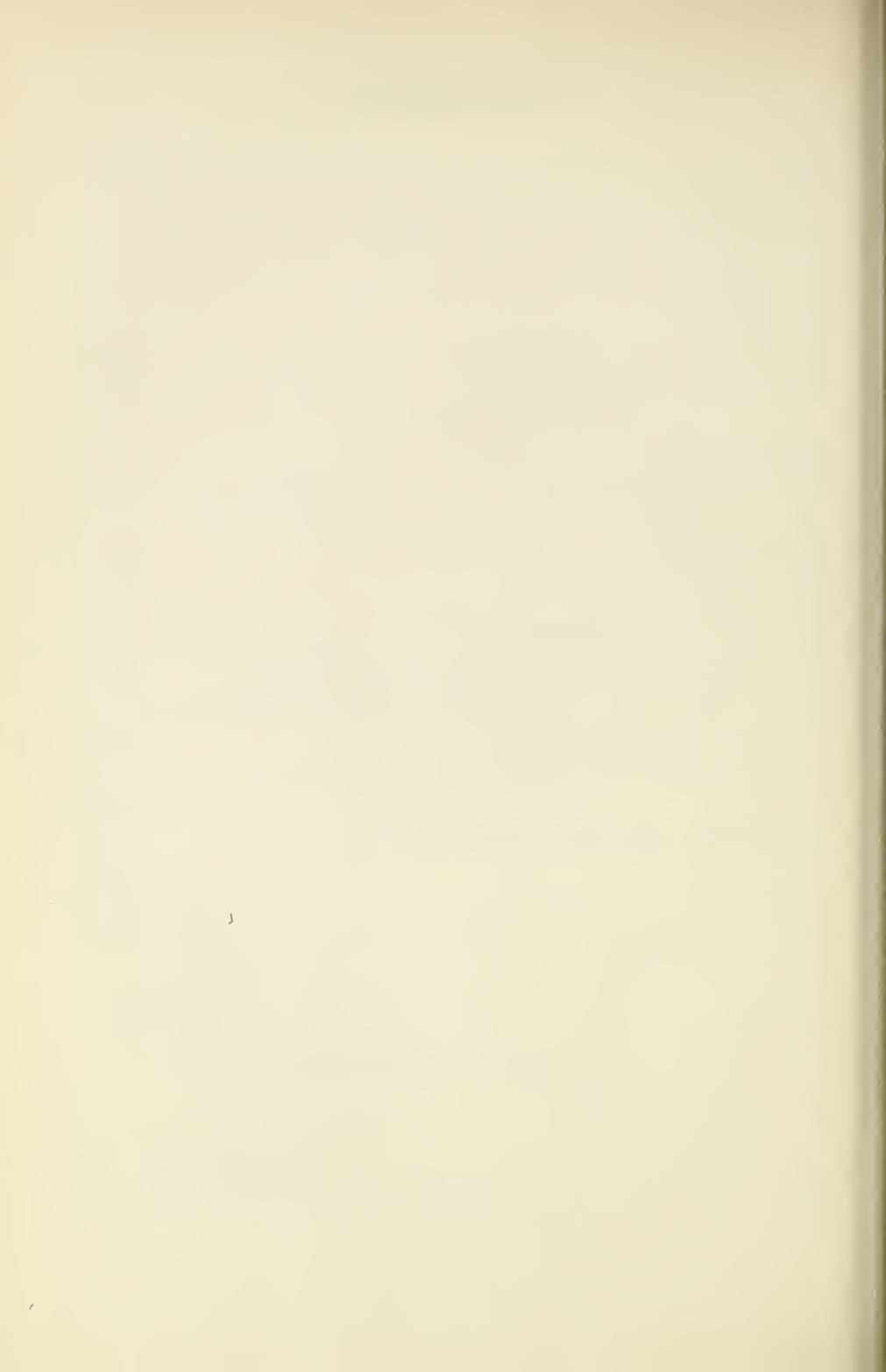
SECTION	PAGE
1. <i>Test</i> : How Well Can You Speak and Write?	1
2. Beginning with a Promising Sentence	3
3. Studying Sentences	6
4. <i>Test and Review</i> : Correct Usage	8
5. Vocal Drill	13
"A Talk to School Children" <i>Wendell Phillips</i>	13
6. <i>Test and Review</i> : Pronouncing Correctly	14
7. Retelling a Story for Practice	15
"Oliver Discovers Old Fagin with Strange Treasure" <i>Charles Dickens</i>	15
8. Telling about Something You Have Seen or Done	21
9. Choosing a Subject for a Talk	24
10. The Subject of a Sentence	26
11. Telling the Story of a Picture	29
"Four Children in a Window"	30
12. Learning to Speak without Using Too Many <i>and</i> 's	31
13. Correct Usage: <i>set</i> and <i>sit</i>	34
14. Letter Writing	36
15. The Predicate of a Sentence	38
16. Reading a Poem Aloud	41
"Somebody's Mother" <i>Author Unknown</i>	41
17. Retelling a Story for Practice	43
"Robinson Crusoe Makes a Friend" <i>Daniel Defoe</i>	44
18. Correct Usage: <i>froze, frozen; broke, broken; spoke, spoken</i>	52
19. Giving Directions over the Telephone	55
20. Pronouncing Correctly	56
21. Inventing an Ending for an Unfinished Story	57
22. Building Sentences	60
23. The Principal Word of the Subject	62

SECTION	PAGE
24. Nouns	64
25. Advertising for a Position	65
26. Spelling Troublesome Words	66
27. Advertising in the "Help Wanted" Columns	68
28. Letter Writing: Answering a "Help Wanted" Advertisement	71
29. Using Punctuation Marks Correctly	72
30. Singular and Plural	75
31. Correct Usage: <i>lie</i> and <i>lay</i>	77
32. Expressing Ownership or Possession	81
33. Writing Letters of Recommendation	84
34. Making Your Meaning Clear	86
"How the Voice Travels on a Wire"	86
35. Pronouncing Correctly	88
36. Adjectives	90
37. Avoiding the Use of Worn-Out Adjectives	92
38. Describing a Person	93
"Robinson's Man Friday"	94
39. Spelling Troublesome Words	96
40. The Principal Word of the Predicate of a Sentence	97
41. Verbs	99
42. Telling the Story of a Picture	102
"The Wrecked Airplane"	103
43. Correct Usage: <i>Verbs</i>	105
44. Letter Writing	109
45. Reading a Poem Aloud	110
"Daisies" <i>Bliss Carman</i>	111
46. Explaining Things	111
47. Adverbs	112
48. Retelling an Explanation for Practice	114
"Some Effects of Tobacco on Growing Boys"	
<i>Luther H. Gulick</i>	115
49. More about Adverbs	119
50. Letter Writing	121
51. Telling Adjectives from Adverbs	124

CONTENTS

xi

SECTION	PAGE
52. A Debate	126
53. Pronouns	130
54. Correct Usage: <i>I, he, she, we, and they</i>	132
55. Another Debate	134
56. Letter Writing	136
57. Prepositions	138
58. Correct Usage: <i>Prepositions</i>	140
59. Telling the Story of a Picture	143
"Three Children in a Canoe"	145
60. Conjunctions	144
61. Reading a Poem Aloud	148
"The Rain Song" <i>Robert Loveman</i>	148
62. Getting Rid of the " <i>and</i> " Habit	149
63. Speaking from Dictation	151
64. Interjections	154
65. <i>Project</i> : A Radio Program	155
66. Correct Usage: <i>without, like, leave, left, who, etc.</i>	156
67. <i>Test, Review, and Final Practice</i> : Correct Usage	158
68. <i>Test, Review, and Final Practice</i> : Spelling, Punctua- tion, and Letter Form	162
69. <i>Test, Review, and Final Practice</i> : Pronouncing Cor- rectly	164
70. Summary: the Year's Aims and Gains	165
APPENDIX	169
INDEX	217



BETTER ENGLISH
GRADE SIX



BETTER ENGLISH

GRADE SIX

1. *Test: How Well Can You Speak and Write?*

A Question-and-Answer Game

It was the first day of school, and the pupils were playing a game. To begin the game each pupil wrote a letter like the following. As you see, it contains a question.

54 Adelbert Road
Cleveland, Ohio

September 12, 1929

Dear Classmate:

I have a question for you. How can I explain to my little brother that the earth is round? He says it looks flat, and so it does. How can I explain?

Yours expectantly,
Oliver Jones

When these letters had been folded and placed in a box or basket, each pupil drew one out. It was fun to see who had written the letter one drew and what

his question was. The next thing was to answer that question. This was not always easy.

The pupil who drew the letter on page 1 spoke as follows after he had had a few minutes to think about his question.

I have just received a letter asking me this question: How can I explain to my little brother that the earth is round?

This is my answer. Tell your little brother that people have often traveled around the earth. Tell him to imagine a traveler starting from California and going west, always west. What happens? From California he goes to Asia, from Asia his westward journey takes him to Europe, from Europe he travels to New York, and from New York to California. Going steadily west has brought him back to California. He has journeyed around the earth. Therefore, it must be round.

The speaker's classmates listened attentively as he answered the question he had received. When he had finished, they told him what they thought of his answer. Besides, they talked about his way of speaking, praised the good points, and in a polite and friendly spirit told him his faults.

After that other pupils answered their questions. Then the letters were discussed. So each pupil learned

Wrote, Written

49. *Question.* Have you written a letter to your uncle lately?

Answer. I ¹⁴⁵ him one last Christmas. I have not ¹⁴⁶ to him since. He has ¹⁴⁷ to me once or twice.

50. *Question.* When did he last write to you?

Answer. He has ¹⁴⁸ twice since Christmas. He has ¹⁴⁹ once since the first of May. I think he ¹⁵⁰ me about the middle of May.

C

Test and Drill. 1. Under the heading *Among, Between* below there are several questions and answers. After reading each question, fill the blanks in the answer with *among* or *between*, whichever you think correct. On a sheet of paper write the correct words with their numbers. Check your work in the usual way. If you made any mistakes, read the questions and answers aloud several times, filling the blanks as you read, until you can do this both correctly and rapidly.

2. In the same way test and drill yourself with the help of the questions and answers under *At, To* below; with those under *Beside, Besides; Broke, Broken*; and so on, as the teacher directs. The correct use of each of these words is explained in this book. Find where by consulting the Index.

Among, Between

1. *Question.* Where is Fred's letter, John?

Answer. It is ¹ those papers. It is ² Mary's letter and Joan's. You will find others ³ those papers.

2. *Question.* Is there anybody among us who speaks French?

Answer. No one ⁴ us speaks French, and ⁵ you and me there are very few ⁶ us who speak the best English.

At, To

3. *Question.* Where are we now?

Answer. We are ⁷ the station. Soon we shall be ⁸ home. Tomorrow we shall be ⁹ school.

4. *Question.* Where is your father?

Answer. He is ¹⁰ the office. He goes ¹¹ the office every morning. In the afternoons he is ¹² the farm.

Beside, Besides

5. *Question.* What is that beside you?

Answer. This bundle ¹³ me is my camping outfit. I have other things ¹⁴ this for camping. I keep this bundle ¹⁵ me on the car seat.

6. *Question.* Is anyone besides you going to the camp?

Answer. No one ¹⁶ me is going today. I am not afraid. My dog will sleep in the tent ¹⁷ me. For protection ¹⁸ the dog I have my good rifle.

Broke, Broken

7. *Question.* Have you broken anything?

Answer. I ¹⁹ the hammer, but besides that I have ²⁰ nothing. I have never ²¹ a hammer before.

8. *Question.* What did you break yesterday?

Answer. Except the hammer I have _²²__ nothing
for a week. Mary _²³__ a dish, but
I have _²⁴__ nothing.

Froze, Frozen

9. *Question.* Did you ever freeze your toes?

Answer. I nearly _²⁵__ my nose once, but I have
never ____ my toes. I have never
_²⁶__ my ears.

10. *Question.* Is the water frozen?

Answer. It is not _²⁷__. Nothing _²⁸__ last night.
Nothing has _²⁹__ here this fall.

In, Into

11. *Question.* Where is the baby?

Answer. That child is _³¹__ something again. He
crawls from one room _³²__ another.
Please put him _³³__ his cradle.

12. *Question.* Did you put the bundle into the car?

Answer. I put it _³⁴__ the basket _³⁵__ the car.
It is _³⁶__ there now.

Leave, Let

13. *Question.* Do you ever let anyone drive your car?

Answer. I sometimes _³⁷__ my brother drive it.
I never _³⁸__ the car unlocked. I
I never _³⁹__ anyone else lock it.

14. *Question.* Can Alonzo drive a car?

Answer. Yes, you can _⁴⁰__ him drive it. You
can _⁴¹__ that careful boy do anything.
I am not afraid to _⁴²__ him to himself.

*Lie, Lay*¹

15. *Question.* Did you lay your gloves on the chair?
Answer. Yes, there they ⁴³_. If you ⁴⁴_ your gloves on a chair, they ⁴⁵_ on that chair waiting for you to pick them up.
16. *Question.* Does your dog obey you?
Answer. When I tell him to ⁴⁶_ down, he will ⁴⁷_ down. ⁴⁸_ down, Rover. Do you see?

Like, As

17. *Question.* Is your sister like you?
Answer. She is ⁴⁹_ me in some things. She does not talk ⁵⁰_ I do, and she does not care for music ⁵¹_ I do.
18. *Question.* Does she read books as you do?
Answer. She is not ⁵²_ me in reading one book after another. She enjoys skating ⁵³_ you do, and she enjoys games ⁵⁴_ we all do.

Off, Off Of

19. *Question.* What does that sign say?
Answer. It says, "Keep ⁵⁵_ the grass." All these signs tell us to keep ⁵⁶_ something or other. You had better get ⁵⁷_ that bench.
20. *Question.* Do you think I ought to get off a park bench?
Answer. No, you need not get ⁵⁸_ the bench, but do keep ⁵⁹_ the lawn. You had better keep ⁶⁰_ the tennis court.

¹ See also questions and answers for *lie* and *lay* on page 174.

*Set, Sit*¹

21. *Question.* Did you set the baby on the chair?
Answer. Yes, but she will not ⁶¹ still. I ⁶² her in a good place, but she will not ⁶³ there.
22. *Question.* Will she sit on the swing?
Answer. Mother does not want me to ⁶⁴ her on the swing. That is not a safe place for her to ⁶⁵. I think she will have to ⁶⁶ on my lap.

Spoke, Spoken

23. *Question.* Has your brother spoken his piece yet?
Answer. He has not ⁶⁷ yet. He ⁶⁸ it this morning at home, but he has not yet ⁶⁹ it in school.
24. *Question.* Did anyone speak to you on your way home from school this afternoon?
Answer. Mr. Brown ⁷⁰ to me, but no one else has ⁷¹ to me. Oh yes, some boys have ⁷² to me about the game.

Tore, Torn

25. *Question.* Have you torn your coat again?
Answer. I have ⁷³ one sleeve, but I have ⁷⁴ nothing else. I ⁷⁵ a button off the cuff.
26. *Question.* Isn't your shirt torn, too?
Answer. No, it isn't ⁷⁶. I may have ⁷⁷ the sleeve of it a little, but not much of it is ⁷⁸.

¹ See also questions and answers for *set* and *sit* on page 176.

Unless, Without

27. *Question.* Is Tom going down town without you?

Answer. I do not think he will go ⁷⁹ I go. He doesn't like to go ⁸⁰ me. ⁸¹ I go he will probably stay at home.

28. *Question.* Can we do this unless you help us?

Answer. You can do it very well ⁸² me, but I will help you ⁸³ I am too busy. You may make some mistakes ⁸⁴ I help.

Who, Whom

29. *Question.* Whom do you see on the street, Jane?

Answer. ⁸⁵ do I see? ⁸⁶ could it be but Sue? It is Sue ⁸⁷ I see, of course.

30. *Question.* Who is on the porch, Frank?

Answer. ⁸⁸ could it be? It must be Fred ⁸⁹ we hear. ⁹⁰ do you think you hear?

II. Spelling Certain Troublesome Words (Homonyms)

A

Notice below, at the left, the column of words in alphabetical order. Notice the sentences at the right, in which is shown the correct use, meaning, and spelling of those words. Refer to the sentences when you need information that will help you fill correctly the blanks in the tests and drills that follow in section *B* (pages 186–189).

- | | |
|-------------------|--|
| 1. (an, and) | <i>An</i> ox <i>and</i> <i>an</i> old mule stood in the pasture. |
| 2. (are, or, our) | <i>Are</i> you <i>or</i> we to do <i>our</i> exercises first? |
| 3. (ate, eight) | <i>Eight</i> boys <i>ate</i> <i>eight</i> sandwiches, one each. |
| 4. (blew, blue) | The wind <i>blew</i> clouds across the <i>blue</i> sky. |

5. (by, buy) I *buy* my marbles in the store *by* the school.
6. (cent, sent) For one *cent* a message on a postcard can be *sent* three thousand miles.
7. (father, farther) I think that my *father* has traveled *farther* than your *father*.
8. (flower, flour) Bread is made of *flour*; bouquets are made of *flowers*.
9. (for, four) *Four* boys asked *for* bones *for* their dogs.
10. (grate, great) The *great* poet sat before his cheerful *grate* fire.
11. (hare, hair) The *hare* is an animal like a rabbit. It has a fur of soft *hair*.
12. (half, have) I *have* only *half* as many marbles as Fred.
13. (hear, here) Did you *hear* her sing when she gave a concert *here*?
14. (hoarse, horse) His voice was *hoarse* as he called to us from his *horse*.
15. (knew, new) I *knew* that that was a *new* car.
16. (knight, night) During that dark *night* I dreamed of a *knight* in full armor.
17. (know, no) I *know* that you made *no* mistakes.
18. (knows, nose) She *knows* that she has a pretty *nose*.
19. (meat, meet) Where shall we *meet*? At the *meat* market?
20. (none, nun) The faithful *nun* entered the church, but *none* of the people saw her.
21. (of, off) The first *of* the signs said, "Keep *off*."
22. (one, won) *One* of my classmates *won* the prize.
23. (pair, pear) On the *pear* tree sat a *pair* of birds.
24. (peace, piece) May I have another *piece* of pie?
After the war there came years of *peace*.
25. (read, red) I have *read* the book with the *red* cover.
26. (right, write) You *write* with your *right* hand.
27. (road, rode) He *rode* slowly down the country *road* on his old horse.
28. (root, route) The travelers' *route* lay through the jungle. They dug up the tree, *root* and all.
29. (sail, sale) When do you *sail* for Europe?
There was a bargain *sale* of shoes.

30. (sew, sow) The farmer *sows* seed in the field; his wife *sews* at her sewing machine.
31. (son, sun) The warm *sun* shone down on father and *son*.
32. (stair, stare) We sat on the *stair*. All we could do was to *stare* at the stranger.
33. (than, then) I am older *than* he.
When you call, *then* we shall answer.
34. (their, there) Is that *their* car over *there*?
35. (to, too, two) Are you *two* girls going *to* the circus *too*?
36. (waist, waste) A broad belt was about his *waist*.
Do not *waste* any paper.
37. (wait, weight) *Wait* until the doctor weighs you; he wants to know your *weight*.
38. (way, weigh) That is the *way* to the doctor's office. He will *weigh* you.
39. (weak, week) Last *week* George was too *weak* to go to school.
40. (wear, where) *Where* do you buy those pretty hats that you *wear*?
41. (wood, would) *Would* you live in a house made of *wood* if you could live in one made of brick?

B

Test and Drill. 1. Each blank in the following sentences is to be filled with one of the words that you see in the parenthesis before the sentence. On a sheet of paper write the numbers 1 to 20. Then, opposite each of these numbers, write the correct word for the blank of that number. Check your work. If you have made any mistakes, read the sentences aloud, pronounce the word for each blank, and spell that word. Thus, for blank 9 say *blue*, then spell *b l u e*.

2. In the same way test and drill yourself with the blanks from 21 to 40; from 41 to 60; from 61 to 80; from 81 to 102.

1. (an, and) I see _¹_ apple tree _²_ I see _³_
apple on it.
2. (are, or, our) _⁴_ those _⁵_ blankets _⁶_ yours?
3. (ate, eight) There were _⁷_ of us, and we _⁸_
lunch together.
4. (blew, blue) His eyes were _⁹_ and his hair, which the
wind _¹⁰_, was yellow.
5. (by, buy) _¹¹_ your apples _¹²_ the bushel, not
¹³ the quart.
6. (cent, sent) We _¹⁴_ to the bank for a new _¹⁵_.
7. (father, farther) My _¹⁶_ swam _¹⁷_ and _¹⁸_ from the
shore.
8. (flower, flour) I picked a red _¹⁹_.
The grocer brought a bag of _²⁰_.
9. (for, four) " _²¹_ pencils _²²_ a dime," said the clerk.
10. (grate, great) Burning in the _²³_ lay a _²⁴_ round log
of maple.
11. (hair, hare) The boy combed his _²⁵_.
The hunter shot a _²⁶_.
12. (half, have) I _²⁷_ more than _²⁸_ of my examples
finished.
13. (hear, here) Perhaps you can _²⁹_ better from _³⁰_
than from over there.
14. (hoarse, horse) Your voice is _³¹_.
See that fine black _³²_.
15. (knew, new) Everybody in the class _³³_ that I was
wearing a _³⁴_ suit.
16. (knight, night) I read a book about a _³⁵_ in shining armor.
In winter I get up at _³⁶_.
17. (know, no) I _³⁷_ that there is _³⁸_ such thing as
a ghost.
18. (knows, nose) Everybody _³⁹_ that everybody has a
⁴⁰.
19. (meat, meet) Do you like the light _⁴¹_ better than
the dark _⁴²_?
When shall we _⁴³_ again?
20. (none, nun) In that church school a quiet _⁴⁴_ was
teaching a class.

21. (of, off) Have you any money? I have ⁴⁵_.
The boys pushed the light canoe ⁴⁶_
the beach.
Every one ⁴⁷_ the signs said, "Keep
⁴⁸_ the grass."
22. (one, won) ⁴⁹_ and ⁵⁰_ are two.
Which ⁵¹_ of the boys ⁵²_ the race?
23. (pair, pear) I have a ⁵³_ for my lunch.
I have a new ⁵⁴_ of rubbers.
24. (peace, piece) Do you want a ⁵⁵_ of paper?
They quarreled over a ⁵⁶_ of cake; then
they divided it; now there is ⁵⁷_ be-
tween them. First war, then ⁵⁸_.
25. (read, red) What book have you ⁵⁹_ lately?
Three cheers for the ⁶⁰_, white, and blue!
26. (right, write) Is it ⁶¹_ to ⁶²_ *dinner* with two *n's*?
27. (road, rode) Do you know who ⁶³_ along that ⁶⁴_?
28. (root, route) On what mail ⁶⁵_ do you live?
He pulled up the plant and the ⁶⁶_.
29. (sail, sale) The canoe had a small ⁶⁷_.
30. (sew, sow) A ⁶⁸_ of children's clothes was advertised.
What kind of seed will you ⁶⁹_ in that
garden?
Here are needle and thread with which
you can ⁷⁰_.
31. (son, sun) The woman's ⁷¹_ sat on the grass in
the bright ⁷²_.
32. (stair, stare) She fell down the ⁷³_. You need not ⁷⁴_;
you may fall down a ⁷⁵_ sometime.
33. (than, then) It was colder ⁷⁶_ ⁷⁷_ it is now. The
wind blew harder ⁷⁸_.
34. (their, there) ⁷⁹_ dog is in that kennel over ⁸⁰_,
near ⁸¹_ garage.
35. (to, too, two) ⁸²_ pieces of pie are ⁸³_ many for one
boy ⁸⁴_ eat at one meal.
36. (waist, waste) Without a moment's ⁸⁵_ of time, the
trapper put his arms about the Indian's
⁸⁶_ and hurled him to the ground.

37. (wait, weight) _⁸⁷_ a minute while I step on these scales
and get my exact _⁸⁸_.
38. (way, weigh) Is this the right _⁸⁹_ to the post office?
I like to see the grocer _⁹⁰_ things.
39. (weak, week) Last _⁹¹_ I felt sick and _⁹²_, but this
⁹³ I do not feel _⁹⁴_ at all. I feel
strong, not _⁹⁵_.
40. (wear, where) _⁹⁶_ can I _⁹⁷_ a funny hat like this?
41. (wood, would) If you could, _⁹⁸_ you take a trip to the
north pole? _⁹⁹_ you? Is the pole
made of _¹⁰⁰? _¹⁰¹_ you bring it
back with you? _¹⁰²_ you?

C

The words in the parentheses below, in the column at the left, are the words whose spelling and meaning you have been studying during the present year. By referring to the Index you can find the lessons about them, if the following test shows that you need to study them again.

Test and Drill. Test and drill yourself with the words and sentences below as you did with those in section *B* above:

1. (air, heir) The _¹_ was cool.
The boy was the _²_ to a large fortune.
He is my son and _³_.
2. (fair, fare) Please pay your _⁴_.
It is only right and _⁵_ that you should
pay your _⁶_.
3. (pail, pale) There was a _⁷_ liquid in the tin _⁸_.
The girl's face was _⁹_.
4. (pain, pane) A _¹⁰_ of glass in the front window had
been broken.
I felt a little _¹¹_ in my arm. After a
while the _¹²_ stopped.
5. (rain, reign) Down poured the _¹³_ all that night. It
happened when George the Third was
king; it was in his _¹⁴_.

6. (quiet, quite) Which do you like better, _¹⁵_ or snow?
I do not like noise. I feel _¹⁶_ well
when everything is _¹⁷_.
7. (accept, except) Notice how _¹⁸_ these boys and girls are.
I _¹⁹_ your kind invitation.
John got high marks in everything _²⁰_
spelling.
I should like to _²¹_ all the invita-
tions _²²_ this one.
8. (weather, whether) I cannot tell _²³_ the _²⁴_ will be
pleasant or not.
I do not care _²⁵_ the _²⁶_ will be
wet or dry.
9. (profit, prophet) He was a weather _²⁷_.
The business did not pay him a large
²⁸.
It is not easy to be a _²⁹_. It is not
easy to make a large _³⁰_.
10. (principal, principle) The _³¹_ of the school came into our
room.
Do you understand the _³²_ of this
machine?
My _³³_ reason for staying home was
that I did not feel well.

III. Vocal Drill

In order to improve your way of reading and speaking use the following drills from time to time during the year :

Breathing and Sounding

Exercise. 1. Stand erect with hands at sides as in speaking. Look pleasant, as if you were talking to an audience of friends. Inhale quickly and fill the lungs as full as you can. Exhale slowly, making a soft buzzing sound and keeping it up as long as the breath lasts. The

more air you take in, the more breath you will have to keep the buzzing sound going. Repeat several times until you can do it well.

2. Let one group of three or four pupils after another go to the front of the room and show the class how well they can carry out the drill above.

3. Stand and inhale as above. As you exhale slowly and economically, read several lines from one of your books, instead of making the buzzing sound called for above. Read as long as you can with that one breath. As you read, speak each word distinctly and in a clear, pleasant voice. Repeat several times until you can do this well.

Pronouncing Distinctly

Reading. Stand erect and look pleasant. Read each of the following sentences aloud until you can do so both easily and rapidly, pronouncing each word and syllable with clear-cut distinctness:

1. By and by that baby boy will buy a bubble pipe.
2. Do you dare do that daring deed daily?
3. Go get that gobbling gander quickly and quietly.
4. Paul Piper pushed puny prattling Peter Pry past the pump.
5. Tell Tom to tell it not ten times but ten times ten times.
6. Why worry when very woolly worms will wander over the vines.
7. Quickly, quietly, without quarreling, the queer, quaint, quick-witted couple danced the quadrille.
8. A few fine feathers fell from five flustered feathered fowls.

IV. Pronouncing Correctly

Nearly 200 words are listed on pages 192-193. Some are followed by the number 6 in parenthesis. These are the sixth-grade words. All the others you studied in earlier

years. As you read the list rapidly but distinctly, how many of the words can you pronounce correctly? Let that number be your score. Look up in your dictionary those that you mispronounced.

- | | | |
|-------------------|--------------------|-------------------|
| 1. accept | 34. debt | 67. handkerchief |
| 2. across | 35. debtor | 68. harnessing |
| 3. address | 36. diamond (6) | 69. height (6) |
| 4. again | 37. did you | 70. history |
| 5. anything | 38. difference | 71. horse |
| 6. apron | 39. different | 72. hundred |
| 7. arctic | 40. don't you | 73. inquiry |
| 8. are | 41. drawing | 74. interesting |
| 9. arithmetic | 42. drowned | 75. introduce (6) |
| 10. asked | 43. eleven | 76. iron |
| 11. ate | 44. engine | 77. Italian |
| 12. athletics | 45. escape | 78. I wish |
| 13. attached (6) | 46. every | 79. jeweler |
| 14. attacked | 47. everything | 80. jewelry |
| 15. automobile | 48. farther | 81. just |
| 16. average | 49. father | 82. kept |
| 17. because | 50. faucet (6) | 83. kettle (6) |
| 18. bouquet | 51. February | 84. laughing |
| 19. breakfast | 52. figure (6) | 85. learned (6) |
| 20. broom | 53. figuring | 86. length (6) |
| 21. can | 54. film | 87. let me |
| 22. catch | 55. for (6) | 88. library |
| 23. chestnut (6) | 56. forehead | 89. lion |
| 24. children (6) | 57. fooling | 90. listen |
| 25. chimney | 58. from (6) | 91. machinery |
| 26. chocolate (6) | 59. genuine | 92. may have |
| 27. column | 60. geography | 93. might have |
| 28. coming | 61. get | 94. new (6) |
| 29. could have | 62. give me | 95. nothing |
| 30. coupon | 63. glad to | 96. often |
| 31. course | 64. going to | 97. once |
| 32. crying | 65. government (6) | 98. ought to |
| 33. deaf | 66. grocery | 99. our |

100. parade	128. saying	156. threw
101. partner	129. scolding	157. throw
102. perhaps	130. should have	158. today
103. pianist	131. singing	159. tomorrow
104. piano	132. smooth	160. touch
105. picture	133. soften	161. tremendous (6)
106. plan to	134. something	162. Tuesday
107. pleased to	135. stomach	163. twice
108. poem	136. strength (6)	164. umbrella (6)
109. polishing	137. such	165. usually (6)
110. pumpkin	138. suggest (6)	166. vegetables (6)
111. quantity (6)	139. surprise	167. walking
112. quiet	140. talking	168. want to
113. radio (6)	141. telling	169. watch (6)
114. radish (6)	142. thank you	170. were
115. reading	143. that	171. what
116. recess	144. theater	172. when
117. reciting	145. them	173. where
118. recognize (6)	146. there	174. which
119. regular (6)	147. these	175. while
120. repairing	148. they	176. why
121. rinse	149. thick	177. window
122. roof	150. thief	178. wish to
123. room	151. third	179. with
124. root	152. thirty	180. won't you
125. route	153. this	181. would have
126. running	154. those	182. yes
127. saw	155. three	183. yesterday

V. Abbreviations

Column I below gives a list of words or groups of words that are sometimes written as abbreviations; column II gives those abbreviations.

I	II	I	II
1. January	Jan.	4. April	Apr.
2. February	Feb.	5. August	Aug.
3. March	Mar.	6. September	Sept.

I	II	I	II
7. October	Oct.	34. quart	qt.
8. November	Nov.	35. gallon	gal.
9. December	Dec.	36. Railroad	R. R.
10. Sunday	Sun.	37. Railway	Ry.
11. Monday	Mon.	38. Junior	Jr.
12. Tuesday	Tues.	39. Senior	Sr.
13. Wednesday	Wed.	40. Governor	Gov.
14. Thursday	Thurs.	41. General	Gen.
15. Friday	Fri.	42. Colonel	Col.
16. Saturday	Sat.	43. Lieutenant	Lieut.
17. Street	St.	44. Honorable	Hon.
18. Avenue	Ave.	45. Secretary	Sec.
19. Boulevard	Blvd.	46. Treasurer	Treas.
20. Number	No.	47. Before noon	A. M.
21. County	Co.	48. Afternoon	P. M.
22. Company	Co.	49. Doctor of Medicine	M. D.
23. New York	N. Y.	50. Doctor of Divinity	D. D.
24. Illinois	Ill.	51. Professor	Prof.
25. California	Calif.	52. Postscript	P. S.
26. Captain	Capt.	53. North	N.
27. Reverend	Rev.	54. Northeast	N. E.
28. Doctor	Dr.	55. East	E.
29. inch	in.	56. South	S.
30. foot	ft.	57. Southwest	S. W.
31. feet	ft.	58. West	W.
32. yard	yd.	59. Rural Free Delivery	R. F. D.
33. pint	pt.	60. Superintendent	Supt.

Exercise. Can you cover Column II with a piece of paper and then spell aloud or write the abbreviation of each word in Column I? Do not forget to mention the period after each abbreviation, for the period is part of it.

VI. Contractions

Shortened words like *don't*, *isn't*, and *I'll* are called contractions.

Speaking. Below is a list of contractions. What does each contraction stand for? What omitted letter or letters does each apostrophe stand for?

- | | | | | |
|------------|---------------|-----------|-------------|-------------|
| 1. doesn't | 6. wasn't | 11. I'm | 16. I'll | 21. you're |
| 2. isn't | 7. weren't | 12. he's | 17. you'll | 22. we're |
| 3. aren't | 8. don't | 13. she's | 18. we'll | 23. we've |
| 4. haven't | 9. wouldn't | 14. I've | 19. they'll | 24. can't |
| 5. hasn't | 10. shouldn't | 15. it's | 20. they're | 25. sha'n't |

Writing. 1. Write a sentence containing the first contraction in the list above. Then rewrite the sentence, using the longer form of *doesn't*. Thus, you might write these two sentences:

Jane doesn't sing enough.
Jane does not sing enough.

2. Write two sentences for the second contraction; for the third; and so on, as the teacher directs.

VII. Summary of Rules for the Use of Capital Letters and Punctuation Marks

CAPITAL LETTERS

A capital letter should be used

1. To begin every sentence. Thus:

When shall we three meet again?
The pen is mightier than the sword.

2. To begin every important word in a person's name.
Thus:

George Washington Robert E. Lee Ludwig van Beethoven

3. For every initial. Thus:

Thomas A. Edison W. E. Gladstone Alfred E. Smith

4. To begin titles and the abbreviations of titles. Thus :

Mrs. Edith Wharton	Dr. Asa Gray	Cardinal Mundelein
Father Damien	Admiral Dewey	Sir William F. Barrett

5. To begin the names of the days of the week and their abbreviations, every important word in the name of a holiday, and the names of the months and their abbreviations. Thus :

Tuesday	Tues.	Wednesday	Wed.
New Year's Day		Memorial Day	
Washington's Birthday		Labor Day	
Fourth of July		Christmas	
February	Feb.	October	Oct.

6. To begin every important word in the name of a political party, of a religious body, of a newspaper or magazine, of a department of government. Thus :

Republican Party	Methodist Church
Democratic Party	Roman Catholic Church
Labor Party	Ethical Culture Society
<i>Youth's Companion</i>	Department of Justice
<i>Springfield Republican</i>	House of Representatives

7. To begin the first word and all other important words in the title of a book, poem, story, report. Thus :

The Charge of the Light Brigade	The Vision of Sir Launfal
The Young Mechanic's Handy Book	How I Killed a Rattlesnake

8. For the words *I* and *O*. Thus :

O George, I see you there!

9. To begin the first word of a quotation. Thus :

Patrick Henry said, "Give me liberty, or give me death!"
The new boy said, "Is this Plumfield?"

10. To begin the first word and the principal word in the greeting of a letter. Thus :

My dear Sir :	My dear Mr. Brown :
My dear Friend :	Dear Doctor :

11. To begin the ending of a letter. Thus :

Very truly yours,	Yours sincerely,
-------------------	------------------

12. To begin every line of poetry. Thus :

Still sits the schoolhouse by the road,
A ragged beggar sleeping.

PUNCTUATION MARKS

The period (.) should be used

13. At the end of a sentence that tells something. Thus :

That is my book.

14. After an abbreviation. Thus :

Calif. Ill. Mr. Mrs. Feb. Aug. Dr.

15. After an initial. Thus :

C. F. Smith W. W. Brown Julia O. Benton

The question mark (?) should be used

16. At the end of a sentence that asks a question. Thus :

Is London or New York the largest city in the world?

The exclamation mark (!) should be used

17. After a word or sound (an interjection) or group of words that expresses surprise, sudden joy or grief, or other strong feeling. Thus:

Look! There's our train pulling out now!
Hurrah! We're winning!
Oh! What a surprise!

The comma (,) should be used

18. To separate from the rest of the sentence the name of the person addressed. Thus:

Well, Fred, what do you think of this?

19. To separate *yes* and *no* in answers from the statements which follow them. Thus:

Yes, I agree with you. No, you are wrong there.

20. To separate words or groups of words in series. Thus:

On the deck he saw nets, baskets, bundles of sailcloth, rolls of rope, and many other things.

I bought sugar, butter, bread, coffee, and canned milk.

21. To separate a sentence into parts so that its meaning may be clear to the reader. Thus:

When the lion had eaten, his attendant entered the cage.
When I shot, George jumped.

22. In a date to separate the day of the month from the year. Thus:

March 25, 1873 January 6, 1873 December 27, 1909

23. In the heading of a letter to separate the name of the city from the name of the state or country. Thus :

Spokane, Washington
London, England

Portland, Oregon
Naples, Italy

24. The comma is generally used to separate a quotation from the rest of the sentence. Thus :

He said, "Come to the garden with me."

"Come to the garden with me," he said.

"Come," he said, "to the garden with me."

25. The comma is generally used in the ending of a letter after *Yours truly*, *Sincerely yours*, *Your old friend*, and similar words. Thus :

Very truly yours,
Frank Green

Sincerely yours,
Martin Sinclair

Your old chum,
Harold

The colon (:) should be used

26. After the greeting in letters. Thus :

My dear Dr. Brown: Dear Emma: Dear Madam:

Quotation marks (" ") should be used

27. To enclose a quotation. Thus :

"Here I am," he said.

28. To enclose each part of a divided quotation. Thus :

"What is it," she asked, "that you are looking for in the pantry?"

"I am more than willing," he replied, "to do all I can to help him."

The hyphen (-) should be used

29. After a syllable at the end of a line when the remaining syllables of the word begin the next line.
Thus :

Notice the hyphen conspicu-
ously placed in this sentence.

The apostrophe (') should be used

30. To show where in contractions a letter or letters have been omitted. Thus :

don't doesn't wasn't I'll who's it's you're

31. To show or help to show possession. Thus :

John's book France's loss Travelers' checks

The underline should be used

32. To underline the title of a book, magazine, or newspaper or the name of a ship when it is enclosed in a sentence. Thus :

Do you read St. Nicholas?

Have you seen the February number of the Youth's Companion?

Our friends arrived in New York on the Berengaria.

VIII. Paragraphs and Outlines

Class Conversation. 1. If you were asked to give a short talk on this subject, "The Policeman and the Fireman," your talk would probably have how many paragraphs? What would the first paragraph tell about? What would be the subject or main idea of the second paragraph?

2. In the same way think of each of the following topics for a talk, and tell how many paragraphs you would probably have. What would be the main idea of each paragraph?

1. Summer Fun and Winter Fun
2. Dogs and Cats as Pets
3. All Fools' Day and Halloween
4. Living in the Country or Living in the City — Which Do I Prefer?
5. School Days and Vacation Days
6. Some of My Favorite Games
7. The Seasons
8. Why I Like to Read Magazines Better than Books.
9. Which Is Better—to Go to Junior High School or to Go to Work to Earn Money?

Writing. The fifth topic above would naturally make two paragraphs of a short talk. The first paragraph would tell about school days; the second, about vacation days. The following outline shows this:

SCHOOL DAYS AND VACATION DAYS

- I. Going to school
 - A. What I like about school
 - B. What I don't like
- II. Why I prefer vacation to school
 - A.
 - B.

Notice that the outline above is not complete. Only what is to go into the first of the two paragraphs is named. As you copy the outline, write opposite *A* and *B* under II what you think might properly go there.

Now make an outline for one of the other topics in the list given above.

IX. The Topic Sentence

The following paragraph is about one main thought, or topic :

All our Concord waters have two colors at least : one when viewed at a distance, and another close at hand. The first depends more on the light, and follows the sky. In clear weather, in summer, they appear blue at a little distance, especially if agitated, and at a greater distance all appear alike. In stormy weather they are sometimes of a dark slate color. I have seen our river when, the landscape being covered with snow, both water and ice were almost as green as grass. Walden Pond is blue at one time and green at another, even from the same point of view.

HENRY D. THOREAU, "Walden"

Class Conversation. What is the main thought, or topic, of the paragraph above? Can you express the main idea, or topic, in a short sentence? Talk this question over with your classmates.

You have probably decided that the main idea, or topic, of the paragraph above is expressed in the sentence from the paragraph itself, *All our Concord waters have two colors at least*. Everything in the paragraph has to do with this central idea. A sentence like the one from the paragraph is a **topic sentence**. You see, then, that the topic sentence of a paragraph is a sentence that expresses briefly the principal thought, the central idea, the topic of the paragraph.

Sometimes the topic sentence begins the paragraph. Again, it may come at the end. Sometimes the topic sentence is somewhere between the beginning and the end.

Class Conversation. Try to give the topic sentence of one paragraph after another, as the teacher reads these paragraphs to you or asks you to read them.

X. Advanced Grammar

A. *Kinds of Sentences*

You already know that some sentences tell something, as:

John is here.

Other sentences ask questions, as:

Where is John?

A third kind of sentence gives a command or direction, as:

John, come here.

Each of these three kinds of sentences has its own name.

I. A declarative sentence is a sentence that tells something.

These are declarative sentences:

1. John is here.
2. The pupils in the sixth-grade room were studying declarative and other kinds of sentences.
3. Several girls looked in at the open window.

II. An interrogative sentence is a sentence that asks a question.

The following are interrogative sentences:

1. Is John here?
2. Were the pupils in the sixth-grade room studying interrogative sentences?
3. Whom did you see at the moving pictures last night?

III. An imperative sentence is a sentence that expresses a command, a direction or instruction, or a request.

These are imperative sentences :

1. Come here, please.
2. Turn to the right at the next corner.
3. Stir thoroughly before baking.
4. Kindly pass me that magazine, Mary.
5. Stop, look, listen.

Notice that the subject of an imperative sentence is not given in the sentence. It is the word *you*.

Exercise. Tell what kind of sentence each of the following is, and why you think so :

1. Hold your hand still.
2. Where did the accident happen?
3. The big car skidded on the wet pavement.
4. Steer carefully on that wet pavement.
5. Is there any oil on this smooth pavement?
6. Who is fishing in that lake in the woods?
7. You make too much noise, George.
8. Do not make so much noise, please.
9. Under the lilac bush sat a little squirrel.
10. Over the tree tops soared a hawk.
11. Get under cover, you chickens.
12. Where did that squirrel go?
13. The sun shone brightly from morning to evening.
14. Brightly, from morning to evening, shone the sun.
15. From morning to evening the sun shone brightly.
16. Ten thousand insects buzzed in the evening air.
17. The air was filled with thousands of buzzing insects.
18. Hear that buzzing. See those insects.
19. Why are there so many buzzing insects in the air?
20. Are they harmful?

Writing. 1. Write a declarative sentence. With what kind of letter does it begin? What mark follows it?

2. Write an interrogative sentence. Does it begin with a capital letter? What mark follows it?

3. Write an imperative sentence. Like a declarative sentence, it should begin with a capital letter and end with a period.

4. On paper and on the board write more sentences of these different kinds as the teacher calls for them.

B. Inverted Order of Subject and Predicate

The subject of a sentence does not always come first. Sometimes the predicate comes first. Notice the order of subject and predicate in the following sentences:

1. Down the hall came the two girls.
2. The two girls came down the hall.
3. Cautiously, without a noise, advanced the Indians.
4. The Indians advanced cautiously, without a noise.

Sometimes only part of the predicate comes before the subject, as in the following sentences:

5. Down the hall the two girls ran.
6. Cautiously the Indians advanced without a noise.
7. How quickly can the boy run to the store?
8. How soon will the train reach the bridge?
9. On every street corner the crowds gathered.
10. On which street corner did the crowd gather?
11. Very carefully the boys crawled forward on the ice.

Exercise. Name the subject and the predicate of each of the eleven sentences above.

When the predicate of a sentence, as a whole or in part, precedes the subject we say that we have the **inverted order of subject and predicate.**

Exercise. 1. In the following sentences we have the inverted order of subject and predicate. Name the subject and the predicate of each sentence.

1. Where in the room is the lost nickel?
2. When during the past year have you written me a letter?
3. How swiftly can an airplane fly?
4. Behind the counter stood a bashful little boy.
5. Over our heads sailed the giant dirigible.
6. Where above the clouds was our friend's airplane?
7. On the blackboard were written the names of the honor pupils.
8. In his pocket was found a ham sandwich.
9. On the floor contentedly before the fire lay the lazy cat.
10. Is anything behind that bookcase?
11. Was anything saved in the fire?
12. Is Mary swimming?
13. Is Tom diving off the springboard?
14. Where in your garden do the berries grow?
15. On the tight rope danced the ropewalker.

2. Make a sentence. Tell whether subject and predicate are in the inverted order.

3. Make a sentence in which subject and predicate are in the natural order. Change them to the inverted order.

C. Compound Subject and Compound Predicate

Notice the difference between the subjects of the following two sentences:

1. John drove to town yesterday.
2. John and Mary drove to town yesterday.

In the second sentence we have a double subject, that is, two nouns, both the subject of the same verb. The two nouns are joined by a conjunction. A subject of this sort is called a compound subject. A compound subject may consist of even more than two nouns. Each of the following sentences has a compound subject:

3. The boys and the girls were studying hard.
4. The days and the nights were very pleasant.
5. Some trees and many bushes have beautiful blossoms.
6. My cap and my umbrella were gone.
7. Bread, butter, and milk were on the table.

A predicate also may be compound. In that case we have two or more verbs having the same subject. Each of the following sentences has a compound predicate :

8. I went to town and bought a book.
9. He came, looked, and went away.
10. The bird built a nest and laid four eggs in it.
11. A hawk swooped down, seized the chick, and flew off with it.
12. The car skidded and struck a tree.

A sentence may have both a compound subject and a compound predicate, as has each of the following :

13. The dancers and the singers came forward and bowed.
14. The clowns and the jugglers performed and withdrew.
15. The pupils and the teachers arose and marched in good order from the burning building.
16. Elephants, tigers, lions, and other animals lived in that zoo and gave pleasure to many children.
17. Bread, butter, fruit, and milk were seized, chewed, swallowed, and digested by those hungry boys.
18. Paper and pencil lay on this desk and waited for the pupil's commands.
19. A car and a huge truck collided and slipped into the ditch.
20. The streets and the parks of the city were visited and enjoyed by the strangers from abroad.
21. When will you and Fred come here and help me?

Exercise. 1. Point out the subject and the predicate of each of the twenty-one sentences above. Tell whether each subject and each predicate is compound.

2. Make a sentence having a compound subject; another sentence having a compound predicate; a third sentence having both a compound subject and a compound predicate.

D. Adjective Phrases

Sometimes an entire group of words is used like a single adjective. As you remember, the work of an adjective is to describe or point out a noun. A group of words may also be used to describe or point out a noun. The following sentences will make this clear:

1. A *wooden* building stood in the field.
2. A building *of wood* stood in the field.
3. He is an *ambitious* boy.
4. He is a boy *with ambition*.
5. A *friendly* smile was on her face.
6. A smile *of friendliness* was on her face.

In the first sentence the adjective *wooden* describes the noun *house*. In the second sentence the group of words *of wood* describes the noun *house*.

A group of words like *of wood* is called a **phrase**. Since the phrase *of wood* is used like an adjective, we call it an **adjective phrase**.

In the fifth sentence the noun *smile* is described by the adjective *friendly*. Instead of the adjective *friendly*, in the sixth sentence we have the adjective phrase *of friendliness*. Why do we call the phrase *of friendliness* an adjective phrase? Because it is used exactly like the adjective *friendly* to describe the noun *smile*.

Exercise. 1. Name the adjectives and the adjective phrases in the sentences on page 209. Tell what noun each describes or points out.

1. The song of the birds was heard.
2. She wore a hat with many feathers.
3. She wore a dress of bright colors.
4. The humorous speech was much enjoyed.
5. The speech with its many jokes was much enjoyed.
6. The speech with its pleasant humor was greatly enjoyed.
7. The applause of the crowd pleased the distinguished speaker.
8. A famous writer spoke.
9. A speaker of distinction addressed us.
10. A writer of note spoke.
11. A witty lawyer made a short clever speech.
12. A lawyer of wit made a speech.
13. The principal of our school was there.
14. A red-headed boy wrote an interesting poem.
15. A boy with red hair wrote a poem of much interest.
16. A blue-eyed little girl recited her own poem.
17. A little girl with blue eyes recited a poem.
18. He was a strong man.
19. He was a man of unusual strength.
20. He was a soldier of note.
21. He was a noted general.
22. She was a dressmaker of wide experience.
23. She was an experienced dressmaker.
24. It was a car of the very highest reputation.
25. He was a gentleman of fine courtesy.

2. Can you give several sentences of your own containing adjective phrases? Tell what noun each of your adjective phrases describes or points out.

An adjective phrase is a phrase that is used like an adjective, to describe or point out a noun or pronoun.

E. Adverbial Phrases

Do you remember that an adverb is a word that is used to add meaning to a verb? Sometimes an entire group of words does this same work — adds meaning

to a verb. The following sentences show how such groups of words can take the place of a single adverb :

1. The children awoke *early*.
2. The children awoke *at an early hour*.
3. The girl dresses *well*.
4. The girl dresses in *good taste*.
5. He spoke *jokingly*.
6. He spoke *in a joking way*.

In the first sentence the adverb *early* adds meaning to the verb *awoke*. The group of words *at an early hour*, in the second sentence, also adds meaning to the verb *awoke*.

A group of words like *at an early hour* is called a **phrase**. If it is used like an adverb, to add meaning to a verb, it is called an **adverbial phrase**.

In the fourth sentence you see an adverbial phrase, *in good taste*. Why is it called an adverbial phrase? Because it adds meaning to the verb *dresses*, just as in the third sentence the adverb *well* adds meaning to the verb *dresses*.

Exercise. 1. Name the adverbs and the adverbial phrases in the following sentences. Name the verb to which each adds meaning :

1. The cat crawled cautiously toward the mouse.
2. The cat crawled toward the mouse with great caution.
3. The wind blew noisily.
4. The wind blew with a loud roar.
5. The girls danced gracefully.
6. The girls danced with much grace.
7. Every pupil raised his hand immediately.
8. Every pupil raised his hand at once.
9. The flag was quickly hoisted.
10. The flag was hoisted without delay.
11. Please handle this package with care.
12. Please handle this package carefully.

13. He spoke successfully.
14. He spoke with unusual success.
15. He spoke twice without success.
16. The men carried the box with care.
17. The men carried the box carefully.
18. They attacked with marked courage.
19. The fort was defended with stirring bravery.
20. Hopelessly the soldiers fought on with splendid courage.
21. With little hope the soldiers struggled bravely on.
22. Unexpectedly a ship appeared in the river.
23. The ship appeared without warning.
24. We were sitting on a bench.
25. They sang with very pleasant voices.

2. Give several sentences of your own in which you use adverbs and adverbial phrases. Point out the verb in each sentence to which each adverb or adverbial phrase adds meaning.

An adverbial phrase is a phrase that is used like an adverb, to add meaning to a verb.

F. Proper Nouns and Proper Adjectives

I

Some nouns are called proper nouns. You can tell them by their first letter. This is always a capital letter. All the other nouns begin with a small letter and are called common nouns.

Exercise. Pick out the proper nouns from this list:

boy	aviator	book	Atlantic	Christmas
George	Lindbergh	Bible	ocean	holiday
girl	day	horse	America	Thanksgiving
Mary	Tuesday	Dobbin	continent	street
city	month	dog	Asia	Broadway
Denver	February	Rover	Europe	Florida

Do you see why some nouns are called proper nouns? How does the noun *boy* differ from the noun *George*? The noun *boy* refers to any boy, but the noun *George* is the name of a particular boy. How does the noun *month* differ from the noun *February*? The noun *month* belongs to a whole dozen months in common, but the noun *February* it is proper to use of only one of the months. So *February* is a proper noun, and *month* is a common noun.

Exercise. 1. From the list on page 211 pick out the common and the proper nouns again. This time tell why you call them common or proper.

2. Write on paper or on the board several short sentences containing proper nouns.

A proper noun is the name of a particular person, place, or thing.

A proper noun may consist of several words, as :

George Washington	Palmer House	Mississippi River
United States	Monroe Street	Lake Michigan

A proper noun should begin with a capital letter.

II

As there are proper nouns, so there are proper adjectives. Like proper nouns proper adjectives begin with a capital letter. In fact, proper adjectives are made from proper nouns. So the proper adjective *Mexican* comes from the proper noun *Mexico*; the proper adjective *Cuban*, from the proper noun *Cuba*; the proper adjective *Russian*, from the proper noun *Russia*.

Exercise. 1. Make a proper adjective from each of the proper nouns at top of page 213 and write it on the board or on paper. Let your dictionary help you.

- | | | | |
|------------|------------|---------------|--------------|
| 1. America | 6. Turkey | 11. Austria | 16. Scotland |
| 2. Canada | 7. Sweden | 12. Belgium | 17. Wales |
| 3. Africa | 8. Spain | 13. Europe | 18. France |
| 4. Italy | 9. England | 14. Australia | 19. Germany |
| 5. Texas | 10. Poland | 15. India | 20. Portugal |

2. Write several sentences containing proper adjectives.

A proper adjective should begin with a capital letter.

G. Sentence Analysis

Every sentence consists of two main parts: the subject and the predicate. Furthermore, the subject can be separated into its parts. These are (1) the principal word of the subject, and (2) the other words that go with the principal word. The predicate also can be divided into its parts, which are (1) the verb and (2) the word or groups of words that add meaning to the verb.

Notice below how a sentence is analyzed:

A SENTENCE TAKEN APART

A tall, handsome soldier in full uniform stood quietly before the khaki tent.

- I. The entire subject is *A tall, handsome soldier in full uniform*.
The entire predicate is *stood quietly before the khaki tent*.
- II. The principal word of the subject is the noun *soldier*.
The principal word of the predicate is the verb *stood*.
- III. With the principal word of the subject *soldier* belong the adjectives *a, tall, handsome*, and the adjective phrase *in full uniform*.
With the verb *stood* belong the adverb *quietly* and the adverbial phrase *before the khaki tent*.

Exercise. Analyze each of the following sentences; that is, separate each into its parts and show how these parts belong together :

1. A luscious orange lay in the basket.
2. The green car with the colored driver stood at the corner.
3. Several women in summer dresses came toward the car.
4. A tall policeman signaled to the driver angrily.
5. The polite driver bowed courteously to the officer.
6. Two small boys looked curiously on.
7. A young man on a bicycle whizzed hurriedly past them.
8. A ripe red apple of good size hung loosely on a high branch.
9. The orchard belongs to my uncle.
10. The friendly conductor smiled at the school children.
11. The grocer at the next corner sneezed into his new handkerchief.
12. That handkerchief had been given to him by his wife.
13. Every pupil in the class worked hard at the lesson.
14. A boy was writing on the blackboard.
15. The other children were writing on paper at their desks.
16. An apple and a pear lay on the little girl's plate.
17. A glass of sweet milk stood beside her plate.
18. She and her brother were eating and talking.
19. The school bell was ringing in the distance.
20. Their big brother drove to school in the car.
21. All three children jumped hurriedly into the big automobile.
22. A flock of white chickens was scratching in the yard.
23. Two horses were waiting for the farmer.
24. The young farmer's wife was singing and working in the kitchen.
25. A pretty baby was crawling on the floor.
26. The farmer's wife and the baby went to the door and looked out.
27. Several large geese waddled about in the muddy yard.
28. A stranger with a satchel stepped to the door and knocked at it.
29. He talked about a book and other things in his satchel.
30. The young farmer listened politely and smiled.

31. Suddenly, without the slightest warning, a little dog dashed into the room.

32. Very excitedly he danced around his master.

33. Very doubtfully the master looked at the excited animal.

34. With a long, loud blast of her whistle the huge steamship moved away from the crowded dock.

35. Most enthusiastically, every person in that crowd shouted and waved.

36. In a short time the ship could hardly be seen on the water.

37. Gradually the crowd scattered.

38. Slowly, with the setting of the sun, came evening.

39. At length over the fruit-tree tops could be seen the moon.

40. From a neighboring grove of trees the whippoorwill could be heard.

41. In every house on every street appeared the bright lights.

42. In the marshes outside the city croaked the happy frogs.

43. After an hour every little girl and boy would be sleeping soundly.

44. Over the radio came the unexpected news.

45. In every city in the broad land was heard the stirring announcement.

46. Who is knocking at the front door?

47. Who can speak without mumbling?

48. Whose book is lying on the grass under that tree?

49. Whose dog is barking so excitedly tonight?

50. Where will the train go tomorrow?

51. Walk carefully.

52. Speak with more life and with more distinctness.

53. Look to the right of that high pole.

54. Hang on tightly.

55. Bow politely and speak pleasantly.

56. When shall you return to your own home?

57. How neatly can you write with that dull pencil?

58. Who has ever traveled in Spain?

59. Do not write so fast.

60. Whose father or mother has ever traveled in Europe or has ever lived in Washington?



INDEX

[The numbers refer to pages.]

- Abbreviations, 138, 193-194
- Accent, 57
- Address on envelope, 37, 124, 138
- Adjective phrases, 208-209
- Adjectives, 90-92, 124-126, 167; avoiding worn-out, 92-93; proper, 212-213
- Advanced grammar, 203-215
- Adverbial phrases, 209-211
- Adverbs, 112-114, 119-121, 124-126, 167
- Advertisements, 65-66, 68-71
- Aims and Gains, The Year's, 3, 31, 38, 50, 165-167
- Among, between*, 179-180
- Analysis of sentences. *See* Sentence study
- "And" habit, the, 3, 20, 31-33, 149-151, 166
- Announcements, 68
- Apostrophe: in contractions, 74, 200; in possessives, 75, 81-83, 167, 200
- Appendix, containing optional supplementary or alternative exercises, tests, drills, etc., etc., 169-215. *See* Teachers' Manual
- Aren't, isn't (ain't)*, 9, 165, 169, 173
- Arguments, 126-130, 134-136
- Arrangement, neat and attractive, 15, 75
- Asking and answering questions, 1-3
- Ate, eaten*, 9, 107, 160, 165, 169, 171-172
- Automobile, The, that Disappeared*, 57-59
- Beginning sentence, the, of a talk, story, or letter, 3-5, 22, 23, 29, 90, 109, 112, 137, 143, 166
- Body of a letter, 36, 37, 74, 122, 123, 167
- Brevity, 66, 68
- Broke, broken*, 52-54, 107, 159, 161, 165, 180-181
- Building sentences, 60-61
- Bulletin Board, 15
- Business letters, 36-38, 71-72, 84-85, 121-124
- Came, come*, 107, 108, 159, 161, 165, 169, 172
- Can, may*, 9, 107, 160, 165, 170, 175
- Capitalization: days of the week, 196; holidays, 196; *I, O*, 196; initials, 195; names of persons, 195; quotations, 197; sentences, 7, 8, 195, 204, 205; summary of rules, 195-197; titles, 196
- Carman, Bliss, *Daisies*, 111
- Choosing the right adjectives, 92-93
- Class conversation, 11, 18, 19, 31, 38, 48, 68, 72, 84, 102, 105, 117, 123, 150, 152

- Class criticism, 2, 3, 5, 8, 14,
20, 22, 23, 31, 43, 50, 56, 68,
70, 74-75, 85, 88, 119, 130,
152. *See* Practice
- Class magazine, the, 89-90
- Class News and Views, 108
- Class Picture Book, 95-96
- Class post office, 72, 123
- Clearness, 55-57, 86-88, 95,
111-112, 114-119, 121-124,
126-130, 134-136, 166
- Closing sentence, 22, 23, 90
109, 143, 166
- Colon, 36, 37, 74, 199
- Comma: after *yes* and *no*, 75,
198; for clearness, 198; in
address, 198; in dates, 74,
198; in the ending of a let-
ter, 199; in words in series,
198; to separate name of
city from name of state, 74,
199; with quotations, 74,
199
- Complaint, letters of, 121-124
- Completing unfinished sen-
tences, 6-8
- Completing an unfinished story,
29-31, 57-60, 102-105, 143-
145
- Composition, oral. *See* Oral
composition
- Composition, points to con-
sider in criticism of. *See*
Practice
- Composition, written. *See*
Written composition
- Compound predicate, 206-208
- Compound subject, 206-208
- Conjunctions, 144-147, 167
- Contest, 10, 50-52, 119, 126-
130, 134-136
- Contractions, 74, 194-195
- Contributors' Box, 55
- Coöperative composition work.
See Class post office, Game,
Team work, *and* Practice.
See Teachers' Manual
- Copying, 8, 38, 57, 74, 75
- Correct usage:
aren't, isn't, ain't, 9, 165,
169, 173
ate, eaten, 9, 107, 160, 165,
169, 171-172
broke, broken, 52-54, 107,
159, 161, 165, 180-181
came, come, 107, 108, 159,
161, 165, 169, 172
can, may, 9, 107, 160, 165,
170, 175
did, done, 9, 107, 133, 159,
160, 165, 169, 172
doesn't, don't, 9, 107, 159,
160, 161, 165, 169, 172
double negative, the, 9, 159,
160, 161, 170, 175
drank, drunk, 107, 160, 165,
169, 173
froze, frozen, 52-54, 107, 159,
165, 181
gone, went, 9, 107, 159, 165,
171, 178
good, well, 9, 160, 165, 169, 173
I, he, she, we, they, 9, 132-
134, 159, 160, 161, 165,
169, 173
isn't, aren't, ain't, 9, 165,
169, 173
it is I, he, she, we, they, 9,
132-134, 159, 160, 161,
165, 169, 173
learn, teach, 9, 107, 160, 161,
165, 169, 174
leave, left, let, 158, 159, 161,
165, 181
lie, lay, 9, 77-80, 107, 159,
165, 170, 174, 182
like, as, as if, 157, 159, 161,
165, 182

- may, can*, 9, 107, 160, 165,
 170, 175
no, not, never, 9, 159, 160,
 161, 165, 170, 175
 prepositions, 140-142, 179-
 180, 181, 182
ran, run, rang, rung, sang,
sung, 9, 107, 108, 160, 161,
 165, 170, 175-176
saw, seen, 9, 107, 159, 161,
 165, 170, 176
set, sit, 9, 34-36, 107, 159,
 160, 165, 170, 176, 183
spoke, spoken, 52-54, 107,
 160, 165, 183
teach, learn, 9, 107, 160, 161,
 165, 169, 174
this, these, that, those, 9, 160,
 165, 170, 177
those, them, 9, 159, 160, 161,
 165, 170, 177
throw, threw, thrown, 9, 108,
 159, 165, 171, 178
tore, torn, 106-107, 161, 165,
 183
was, were, 107, 159, 160, 165,
 171, 178
well, good, 9, 160, 165, 169, 173
went, gone, 9, 107, 159, 165,
 171, 178
who, whom, 157, 159, 161,
 165, 184
without, unless, 156-157, 159,
 161, 165, 184
wrote, written, 9, 107, 161,
 165, 171, 179
 Correction, 8, 10, 34, 38, 54, 68,
 70, 74, 83, 85, 97, 108, 123,
 141, 158
 Courtesy, 2, 121-124, 166
 Criticism of compositions, 2, 3,
 8, 14, 20, 22, 23, 31, 43, 50,
 56, 68, 70, 74, 75, 85, 88, 119,
 130, 152. *See* Practice
Daisies, Carman, 111
 Dates, 1, 36, 71, 73, 74, 84, 85,
 122-123, 137, 162, 167, 198
 Days of the week, how to write,
 196
 Debate, 126-130, 134-136, 167
 Declarative sentence, 203
 Defoe, Daniel, *Robinson Crusoe*
Makes a Friend, 44-48; *Rob-*
inson's Man Friday, 94
 Description, 93-96
 Diacritical marks, 57
 Diagnostic test. *See* Test. *See*
 Teachers' Manual
 Dickens, Charles, *Oliver Dis-*
covers Old Fagin with Strange
Treasure, 15-18
 Dictation, speaking from, 151-
 154
 Dictionary work, 19, 49, 56-57,
 77, 96-97, 118, 166, 191-193;
 pronouncing key, 57
Did, done, 9, 107, 133, 159, 160,
 165, 169, 172
 Directions, giving, 55-56. *See*
 Explanation
 Discussing things. *See* Debate,
 Class conversation, *and*
 Practice
Doesn't, don't, 9, 107, 159, 160,
 161, 165, 169, 172
 Double negative, the, 9, 159,
 160, 161, 170, 175
 Dramatization, 55
Drank, drunk, 107, 160, 165,
 169, 173
 Earth, the, explaining that, is
 round, 2
Eaten, ate, 9, 107, 160, 165, 169,
 171-172
 Ending of a letter, 1, 2, 36, 37,
 71, 72, 73, 84, 109, 122, 123,
 137, 138, 162, 167, 199

- Envelope, address on, 37, 124, 138
- Exclamation mark, 154, 198
- Exclamatory sentence, 154
- Experiences, personal, telling, 2-3, 11, 21-24, 80, 89-90, 95, 111-112
- Explanation, 2, 55-57, 86-88, 111-112, 114-119, 121-124, 126-130, 134-136
- Expressing a thought in different ways, 19-20, 49-50, 118
- Eyes, *Protection for* (speaking from dictation), 153
- Factual material for oral and written composition, 1, 2, 4, 5, 21-24, 65-66, 68-70, 86-88, 111-112, 115-116, 151-154
- Faults in speaking, 2, 3
- Fine*, 92-93
- Finishing an unfinished story, 29-31, 57-60, 102-105, 143-145
- Froze, frozen*, 52-54, 107, 159, 165, 181
- Gains, The Year's Aims and, 3, 31, 38, 50, 165-167
- Game, 1-3, 10, 50-52, 95-96, 119
- Giving directions, 55-56. *See* Explanation
- Gone, went*, 9, 107, 159, 165, 171, 178
- Good*, 92-93
- Good, well*, 9, 160, 165, 169, 173
- Great*, 92-93
- Greeting of a letter, 1, 3, 36, 37, 71, 72, 73, 84, 109, 122, 123, 137, 138, 162, 167
- Guessing game, 95
- Guide words in explanation, as, *first, second, last*, 86
- Gulick, Luther H., *Some Effects of Tobacco on Growing Boys*, 115-116
- Handwriting, 37, 109, 123, 166
- Have, has, had*, 52, 106, 158-162
- Hawaii, flying to* (speaking from dictation), 153-154
- Heading of a letter, 1, 3, 36, 37, 71, 72, 73, 84, 109, 122, 123, 137, 138, 162, 167, 199
- Holidays, how to write, 196
- Homonyms:
- accept*, 96-97, 190; *except*, 66-68, 190
 - air*, 66-68, 189; *heir*, 96-97, 189
 - an*, 184, 187; *and*, 184, 187
 - are*, 163, 184, 187; *or*, 163, 184, 187; *our*, 163, 184, 187
 - ate*, 163, 184, 187; *eight*, 163, 184, 187
 - blew*, 187; *blue*, 187
 - by*, 163, 164, 185, 187; *buy*, 163, 164, 185, 187
 - cent*, 163, 185, 187; *sent*, 163, 185, 187
 - fair*, 66-68, 189; *fare*, 96-97, 189
 - father*, 163, 185, 187; *farther*, 163, 185, 187
 - flower*, 163, 185, 187; *flour*, 163, 185, 187
 - for*, 163, 185, 187; *four*, 163, 185, 187
 - grate*, 163, 185, 187; *great*, 163, 185, 187
 - hair*, 163, 185, 187; *hare*, 163, 185, 187
 - half*, 185, 187; *have*, 185, 187
 - hear*, 163, 185, 187; *here*, 163, 185, 187
 - hoarse*, 163, 185, 187; *horse*, 163, 185, 187

- knew*, 185, 187; *new*, 185, 187
knight, 164, 185, 187; *night*,
 164, 185, 187
know, 163, 185, 187; *no*, 163,
 185, 187
knows, 163, 185, 187; *nose*,
 163, 185, 187
meat, 185, 187; *meet*, 185, 187
none, 185, 187; *nun*, 185, 187
of, 185, 188; *off*, 185, 188
one, 185, 188; *won*, 185, 188
pail, 66-68, 163, 189; *pale*,
 96-97, 163, 189
pain, 66-68, 163, 189; *pane*,
 96-97, 163, 189
pair, 163, 185, 188; *pear*,
 163, 185, 188
peace, 185, 188; *piece*, 185,
 188
principal, 66-68, 163, 190;
principle, 96-97, 163, 190
profit, 96-97, 190; *prophet*,
 66-68, 190
quiet, 66-68, 163, 190; *quite*,
 96-97, 163, 190
rain, 66-68, 189; *reign*, 96-
 97, 189
read, 185, 188; *red*, 185, 188
right, 164, 185, 188; *write*,
 164, 185, 188
road, 185, 188; *rode*, 185, 188
root, 185, 188; *route*, 185, 188
sail, 185, 188; *sale*, 185, 188
sew, 186, 188; *sow*, 186, 188
son, 186, 188; *sun*, 186, 188
stair, 186, 188; *stare*, 186,
 188
than, 186, 188; *then*, 186, 188
their, 163, 186, 188; *there*,
 163, 186, 188
to, 163, 186, 188; *too*, 163,
 186, 188; *two*, 163, 186, 188
waist, 186, 188; *waste*, 186,
 188
wait, 186, 189; *weight*, 186,
 189
way, 186, 189; *weigh*, 186,
 189
weak, 163, 186, 189; *week*,
 163, 186, 189
wear, 163, 186, 189; *where*,
 163, 186, 189
weather, 66-68, 190; *whether*,
 96-97, 190
wood, 186, 189; *would*, 186,
 189
How the Voice Travels on a
Wire, 86-87
Hyphen, 200
I, O, 196
I, he, she, we, they, 9, 132-
 134, 159, 160, 161, 165, 169,
 173
Illustration, frontispiece, 30, 45,
 51, 65, 68, 69, 103, 110, 129,
 145
Imperative sentence, 203-204
Indentation of paragraph, 36, 37,
 74, 167
Individual differences in ability
and acquirement, among pu-
pils, provision for, 10, 11, 15,
 36, 55, 68, 75, 80, 89, 108,
 142, 156
Initials, 195
Interjections, 154-155, 167
Interrogative sentence, 203
Inventing an ending for an
unfinished story, 57-60
Invention. See Original ideas
Inverted order of subject and
predicate, 205-206
Invitations, 36-38, 105, 119,
 136-138
Isn't, aren't, (ain't), 9, 165, 169,
 173
Items of Interest, 80

- It is I, he, she, we, they*, 9, 132–134, 159, 160, 161, 165, 169, 173
- Jingle for correct use, 133
- Leaders, pupils, and helpers, in drills, contests, team work, etc., 10, 15, 36, 55, 65, 68, 75, 80, 95, 130, 135, 156
- Learn, teach*, 9, 107, 160, 161, 165, 169, 174
- Leave, left, let*, 158, 159, 161, 165, 181
- Letter, finding, in floating bottle, 110
- Letter writing, 1, 3, 36–38, 71–72, 72–75, 84–85, 109–110, 121–124, 136–138, 162, 167
- Letters, punctuation of. *See* Letter writing
- Lie, lay*, 9, 77–80, 107, 159, 165, 170, 174, 182
- Like, as, as if*, 157, 159, 161, 165, 182
- Lot, deciding by, 1, 37
- Loveman, Robert, *The Rain Song*, 148
- Magazine, The Class, 89–90
- Making a book. *See* Project
- Making a poster, to advertise debate, 136
- Making a report, 119
- Making Flying Safer* (speaking from dictation), 151–152
- Margin, in writing compositions, 36, 37, 72, 73, 166; in writing letters, 36, 37, 72, 73, 166
- May, can*, 9, 107, 160, 165, 170, 175
- Memory selections. *See* Teachers' Manual
- Motivation. *See* Teachers' Manual
- Mr.*, 138
- Mrs.*, 138
- Narrowing the subject for a talk, 23, 24–26, 166
- Neatness in written work, 37, 85, 109, 123, 166
- Negative, the double, 9, 159, 160, 161, 170, 175
- Newspaper, bringing a, to school, 65, 68–70
- Newspaper, Our, 36
- Nice*, 92–93
- No* and *yes*, comma after, 75, 198
- No, not, never*, 9, 159, 160, 161, 165, 170, 175
- Notebook, using a, 3
- Nouns, 64, 75–77, 167, 211–212
- Number, 75–77, 81–83, 167
- O, I*, 196
- Objectives, 7, 165–167. *See* Teachers' Manual
- Object of a preposition, the, 139
- Oliver Discovers Old Fagin with Strange Treasure*, Dickens, 15–18
- Opening sentence, the, of a talk. *See* Beginning sentence
- Optional work, 11, 15, 36, 50, 55, 68, 75, 80, 89, 108, 142
- Oral composition, 1–3, 5, 11, 15–20, 23, 29–31, 38, 43–52, 55–56, 57–60, 86–88, 102–105, 111–112, 114–119, 126–130, 134–136, 143–144, 151–154, 155–156
- Organization. *See* Outlines

- Original ideas, 5, 11, 15, 29, 31, 38, 55, 57, 57-60, 67, 75, 80, 85, 95, 97, 104-105, 108, 109, 110, 136, 143-144, 166
- Our Newspaper, 36
- Outlines, 18-19, 20, 48, 50, 87-88, 112, 117, 119, 135, 136, 166, 201
- Ownership. *See* Possession
- Paragraph study, 18, 48, 50, 72, 87-88, 117, 119
- Parentheses*, parenthesis, use of the terms. *See* Teachers' Manual
- Penmanship, 37, 109, 123, 166
- Period: after abbreviations, 74, 197; after initials, 197; at end of sentence, 2, 3, 7, 8, 74, 197, 204, 205
- Persons, names of, 195
- Phillips, Wendell, *A Talk to School Children*, 13
- Phrases, adjective, 208-209; adverbial, 209-211
- Picture Book, 95-96
- Picture Study: *Children in a Canoe*, 143-145; *Finding a Letter in a Floating Bottle*, 110; *Plane Wrecked on a Golden Island*, 102-105; *Seen from a Window*, 29-31
- Plural and singular, 75-77, 81-83, 167
- Poem, the sixth-grade pupils' favorite, 41. *See* Teachers' Manual
- Poem study. *See* Reading a poem aloud
- Politeness, 2, 121-124
- Possession, apostrophe to show, 75, 81-83, 167, 200
- Post office, class, 72, 123
- Poster, to advertise debate, 136
- Posture, 13, 14, 21, 22, 148, 165
- PRACTICE, 5, 14, 20, 23, 31, 43, 50, 56, 88, 119, 130, 152, 167. *See* Preface. *See* Teachers' Manual and Preface
- Predicate, compound, 206-208
- Predicate of a sentence, 38-40, 60-61, 97-99, 101, 167, 205, 206, 213
- Predicate, the principal word of, 97-99, 167
- Prepositional phrase, 139
- Prepositions, 138-140, 140-142, 167; correct usage, 140-142, 179-180, 181, 182
- Principal word of subject, 62-63, 167
- Project: a book of true stories, 24; a book of stories, 144; a continued story, 104-105; a debate, 126-130, 134-136; a radio program, 155; a "wanted" column, 65-66; class picture book, 95-96; recommending your classmates for positions, 85; team speaking, 119; the Surprise Box (under various names), 11, 15, 36, 55, 68, 75, 80, 89, 108, 142; the story hour, 38
- Promising beginning sentence. *See* Beginning sentence
- Pronouncing correctly, 14-15, 56-57, 88-89, 164, 165, 166, 191-193. *See* word list in Appendix
- Pronouncing distinctly, 191
- Pronouncing key in dictionary, 57
- Pronouns, 130-132, 167; correct use, 132-134, 159, 160, 161, 165, 169, 173

- Proper adjectives, 212-213
 Proper nouns, 211-212
Protection for the Eyes (speaking from dictation), 153
 Punctuation, 2, 3, 7, 8, 72, 72-75, 197-200
 Pupil material, 1, 2, 21, 22, 36, 71, 73
- Question mark, 74, 197, 204
 Questions, asking and answering, 1-3
 Questions, critical, in correction exercises, 3, 14, 23, 31, 38, 43, 50, 68, 70, 74-75, 152. *See Practice and The Year's Aims and Gains*
 Questions, sentences that are, 74, 203
 Quotation marks, 74, 199
 Quotations, writing, 74, 199; divided, 199
- Radio program, a, 155-156.
See frontispiece
Rain Song, The, Loveman, 148
Ran, run, 9, 107, 108, 160, 161, 165, 170, 175
Rang, rung, 9, 107, 108, 160, 161, 165, 170, 175-176
- Reading, 13-14, 41-43, 44-48, 49, 110-111, 119, 148; a poem aloud: *Somebody's Mother*, author unknown, 41; *A Talk to School Children*, Phillips, 13; *Daisies*, Carman, 111; *The Rain Song*, Loveman, 148
- Recommendation, writing letters of, 84-85
 Repetition of correct phrases, to accustom lips and tongue, 53, 106
 Report, making a, 119
- Reproduction. *See Retelling*
 Resolution, framing a, for a debate, 126-127, 135
 Retelling a story for practice, 15-20, 43-52, 86-87, 114-119. *See Preface and Teachers' Manual*
 Review, 8-11, 14-15, 72-75, 107-108, 132-134, 158-162, 162-164
 Riddles, making, 55, 95
Robinson Crusoe Makes a Friend, Defoe, 44-48
Robinson's Man Friday, Defoe, 94
 Rural schools, small classes in, 10, 14, 50-52
- Sang, sung*, 9, 107, 108, 160, 161, 165, 170, 176
Saw, seen, 9, 107, 159, 161, 165, 170, 176
- Sentence: analysis, 213-215; study, 6-8, 26-28, 31-33, 38-40, 60-61, 149-151, 166, 213-215
 Sentences, kinds of, 203-205
 Series, words in, 198
Set, sit, 9, 34-36, 107, 159, 160, 165, 170, 176, 183
 Sign Board, The, 75
 Silent reading, in Study exercises. *See Study and Teachers' Manual*
 Simple predicate, 205, 206, 213
 Simple subject, 205, 206, 213
 Singular and plural, 75-77, 81-83, 167
- Small classes in rural schools, 10, 14, 50-52. *See Teachers' Manual*
Somebody's Mother, Author unknown, 41
Song, The Rain, Loveman, 148

- Speaking from dictation, 151-154
- Speaking loud enough, distinctly, pleasantly, 3, 13-14, 20, 21, 22, 23, 43, 56, 110, 148, 156, 165
- Spelling, 66-68, 96-97, 162-164, 166, 167, 184-190. *See* Homonyms
- Spoke, spoken*, 52-54, 107, 160, 165, 183
- Standing straight, 13, 14, 21, 22, 148, 165
- Sticking to the subject, 22, 90, 166
- Stop, Look, Read, 142
- Story hour, The, 38
- Story telling. *See* Oral composition *and also* Written composition
- Study, 4-5, 22-23, 26, 29, 48-49, 53, 59-60, 65-66, 67, 70, 87-88, 94-95, 96-97, 104, 109, 123, 135, 167. *See* Preface *and* Teachers' Manual
- Subject for a talk, choosing a, 23, 24-26
- Subject of a sentence, 26-28, 60-61, 101, 167, 205, 206, 213; compound, 206-208
- Subject, the principal word of, 62-63, 167
- Summary of rules for the use of capital letters and punctuation marks, 195-200
- Summary, the year's, 3, 31, 38, 50, 165-167. *See* Teachers' Manual
- Surprise box, the, 11, 12
- Syllable, 56-57
- Synonyms. *See* Word study
- Talk, A, to School Children*, Phillips, 13
- Teach, learn*, 9, 107, 160, 161, 165, 169, 174
- Teachers' Manual, a companion volume to this textbook, containing Key, Answers, Time-table, etc., etc.
- Team work, 10, 14, 15, 24, 36, 38, 50-52, 55, 65, 75, 95, 104-105, 119, 130, 135-136, 155-156
- Telephone, the, explained, 86-87
- Telephone, using the, 55-56, 166
- Test, 1-3, 8-10, 14-15, 34-35, 53-54, 78-80, 106-108, 133-134, 141-142, 158-162, 162-164, 171-184, 186-190
- Th*, the two sounds of, 88-89
- This, these, that, those*, 9, 160, 165, 170, 177
- Those, them*, 9, 159, 160, 161, 165, 170, 177
- Throw, threw, thrown*, 9, 108, 159, 165, 171, 178
- Time record, making a, in choosing correct or appropriate words, 10, 33, 36, 54, 80, 93, 108, 134, 142, 162
- Title for story, picture, or book, 24, 26, 31, 96, 105, 144
- Tobacco, Some Effects of, on Growing Boys*, Gulick, 115-116
- Topic sentence, 48, 117, 202
- Tore, torn*, 106-107, 161, 165, 183
- Transition words, 86
- Unfinished story, completing an, 57-60
- Unless, without*, 156-157, 159, 161, 165, 184

- Variety in expression, 19-20, 49-50, 118
- Verb phrases, 101
- Verbs, 99-102, 167
- Vocabulary, enlarging the speaking. *See* Word study and Teachers' Manual
- Vocal quality, 3, 13-14, 20, 21, 22, 23, 43, 56, 110, 148, 156, 165
- Vocational problems, 65, 68, 71, 84-85
- Voice, How the, Travels on a Wire*, 86-87
- "Wanted" advertisements, 65-66, 68-71
- Was, were*, 107, 159, 160, 165, 171, 178
- Well, good*, 9, 160, 165, 169, 173
- Went, gone*, 9, 107, 159, 165, 171, 178
- Which Is Harder* (speaking from dictation), 153-154
- Who, whom*, 157, 159, 161, 165, 184
- Without, unless*, 156-157, 159, 161, 165, 184
- Word study, 19, 20, 48-49, 92-93, 118, 152, 165
- Workbook, Pupil's. *See* Teachers' Manual
- Written composition, 1-3, 11, 15, 24, 26, 36-38, 55, 65-66, 68-70, 71-72, 75, 80, 84-85, 89, 95, 108, 109-110, 121-124, 136-138, 142
- Wrote, written*, 9, 107, 161, 165, 171, 179
- Year's, The, Aims and Gains, 165-167
- Yes and no*, comma after, 75, 198



